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A SPELLING BOOK

GEORGIA ALEXANDER

SYLLABICATED EDITION

PART TWO

LONGMANS, GREEN & CO.

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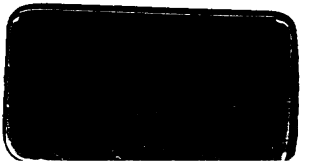

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SPELLING BOOK

BY

GEORGIA ALEXANDER

SUPERVISING PRINCIPAL IN THE INDIANAPOLIS PUBLIC SCHOOLS

NEW AND ENLARGED EDITION

SYLLABICATED

LONGMANS, GREEN, AND CO.

FOURTH AVENUE & 30TH STREET, NEW YORK

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I tell you, earnestly, you must get into the habit of looking intensely at words, assuring yourself of their meaning, syllable by syllable, nay, letter by letter. . . . A well-educated gentleman may not know many languages, may not be able to speak any but his own, may have read very few books; but whatever language he knows, he knows precisely; whatever word he pronounces, he pronounces rightly.

Let the accent of words be watched, and closely; let their meaning be watched more closely still.

—JOHN RUSKIN.

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PREFACE

THE reasons for this book are three: —

1. The need of teaching spelling through interest.

2. The need of a word list composed only of common words together with a constant review of difficult words.

3. The need of training children to spell in sentence writing, especially in original work — the only true test of ability.

Improved methods in the teaching of spelling are replacing old ones as rapidly as the modern principle of teaching form through content is gaining recognition. However, this distinctive tenet of modern education as set forth in Professor John Dewey's "Interest as Related to the Will" is far from being recognized as it should be in schoolroom practice. The teaching of spelling will not be successful until the motive of interest as found in the desire for social intercourse through writing becomes the controlling feature in its study.

It is a common fallacy for teachers to believe that if they teach the letters of a word, time will fill in the empty form with the proper content. Two things are forgotten in this process: first, that in the human mind nothing dwells in isolation, and that the child puts some content into every form he learns, a wrong one if he is not supplied with the right one; and second, that the child, realizing that his teacher is indifferent to his knowing the content of the word, grows both mentally and morally careless.

Repetition and drill are necessary — emphatically so — but they should be preceded by intelligence and interest. Teachers would often be astounded at the results obtained should they

put their pupils to the test of using in original sentences the words they spell so glibly. Not until each word in the column has been correctly used a number of times can a teacher be assured that the child has added it to his vocabulary.

After interest in a word has been aroused, the child's mind must be concentrated upon the peculiarity of its spelling and appealed to through all possible avenues — the eye, the ear, and the muscles of both the throat and the hand. So clear and strong should be the image formed that it becomes individual, even personal. For this reason, words included in this book have not been classified after the "*ace*, *mace*, *lace*" fashion, but have been purposely distributed so that each new word invites to fresh attack. In the first grade, however, there is a list of words containing the fundamental phonograms, for ear training.

Spelling is learned primarily through the eye, secondarily through the ear. For this reason, the image of the word, when learned, must appear as a unit to the child. Many teachers, however, believe that the child learns a word more readily if it is first presented to his eye in syllables. In such case the child should copy the word without syllabicating and thus make for himself an unbroken visual and motor image of the word.

The child is offered in the pages of this book a most carefully chosen and graded vocabulary. His limited yet constantly increasing power of comprehension, and the responsibility of shaping his thoughts, determined the selection. The graded quotations from standard authors serve the child in a multitude of ways. They teach him spelling more effectively than do words studied in columns, by affording a constant review of those short words that are often misspelled, such as *which* and *their*. And they give him vocabulary and style: to know, even in the slightest way, Æsop, Carlyle, Dickens, Ruskin, Browning, and Tennyson, will dignify all life for him. These exercises were selected directly, however, for their practical

use to the child in spelling; for instance, Merivale's description of Julius Cæsar on page 185 contains sixty of the most necessary words in the language — words that are in the vocabulary of every educated man and woman, but which the child would not voluntarily use.

The exercises in construction are designed to correlate, still further, interest in the word with drill upon its spelling. The ability to use a particular group of words in a correct and entertaining way is no mean accomplishment; and if, while doing so, the child spells correctly, he has proved his power to spell. The model letters by Hans Andersen, Phillips Brooks, Matthew Arnold, Sarah Orne Jewett, and Woodrow Wilson, together with several exercises in business and social correspondence, give distinct practice in letter-writing, the only form of composition employed by the average adult.

It is neither possible nor desirable in the short years of a child's school life to teach him to spell all the words in the language. But it is possible to give him the spelling of common words, and what is even more valuable, a "spelling conscience" that will *send him to the dictionary when he is in doubt.*

The spelling book is usually considered the driest and most mechanical of the text-books, whereas, rightly constructed and used, it will become a source of highest culture. Mastering the words of his mother-tongue, the child masters the thought of the race. To teach children to appreciate words and to discriminate between them should be a matter of conscience with teachers, for such appreciation insures not only a respect for correct form in spelling, but makes for character. "A man's power to connect his thought with its proper symbol, and so to utter it," says Emerson, "depends upon the simplicity of his character, that is upon his love of truth and desire to communicate it without loss."

Acknowledgment is due for permission to use extracts from the writings of James Russell Lowell, Henry Wadsworth Longfellow, John Greenleaf Whittier, Nathaniel Hawthorne, Alice Cary, John Townsend Trowbridge, Thomas Bailey Aldrich, Ralph Waldo Emerson, Henry David Thoreau, John Burroughs, Frank Dempster Sherman, and Louise de la Ramée, to Houghton Mifflin Co.; of Helen Hunt Jackson, from "Poems" and "Glimpses of Three Coasts," to Little, Brown & Co.; of Henry van Dyke, from "Little Rivers," of Robert Louis Stevenson, from "Across the Plains," "Virginibus Puerisque," and "A Child's Garden of Verses," of George W. Cable, from "The Cable Story Book," of Eugene Field, from "The Eugene Field Book," and of Frank Stockton, from "Fanciful Tales," to Charles Scribner's Sons; of Hans Christian Andersen to Dodd, Mead & Co.; of Jane Andrews, from "Seven Little Sisters," and "Each and All" to Ginn & Co.; of Bliss Carman to Small, Maynard & Co.; of George William Curtis, from "Prue and I," to Harper & Bros.; of Joaquin Miller, from "Complete Poetical Works," to the Whitaker and Ray Co.; of William Cullen Bryant, from "Complete Poetical Works," to D. Appleton & Co.; of Phillips Brooks, from "Letters of Travel," to Mr. William G. Brooks; of Matthew Arnold to The Macmillan Co.; of Rudyard Kipling to the author.

G. A.

SUGGESTIONS TO TEACHERS

THE purpose of teaching a child to spell is to give him tools whereby he may express his thoughts in writing. The steps in attaining this purpose are:

(*a*) The oral and written spelling of detached words;

(*b*) The writing of words in sentences and paragraphs dictated by the teacher;

(*c*) The writing of words in original sentences in formal composition. The effort demanded of the child increases markedly in moving from the first stage to the last. He has not learned to spell until he can write the word automatically in original composition.

THE ORAL AND WRITTEN SPELLING OF DETACHED WORDS

Make the lessons short, lively, and interesting. In the primary grades four or five new words, and in the grammar grades seven or eight, are usually all that can be mastered in one lesson, and are all that are necessary. By this means alone, in the school course the child will acquire a vocabulary of over eight thousand words. It is to be remembered that the child will learn incidentally many words from his reading; and also that in learning the spelling of one word, he is learning the spelling of all words containing the same phonograms.

Constantly and persistently review.

Ask pupils to discuss the meaning of each word, and to illustrate it in sentences relating to their work in geography, history, literature, current events, etc. Do not permit the use

of unpleasant subjects, but direct the children to great names and to great things. Do not accept "The boy had great capacity for learning," but insist upon *what boy* (as Isaac Newton) in the sentence. Children will quickly respond to such stimulus.

To what purpose did a whole class write correctly the word *error*, when later they explained that "Indians have bows and errors;" that "Errors (Arabs) live in the desert;" and bade one "Be an error (terror, hero) in the fight?" In future when the members of this class shall have need to express the *idea* "error," why should we expect *e-r-r-o-r* to come forth automatically to represent it? Suppose that when the teacher had written the *form* "error" upon the board she had elicited from the class in addition to "two *r*'s and *o-r*" such sentences as: "Mary made an *error* in her addition yesterday," and "Galileo was not in *error* when he declared that the earth moved," would she not have helped her pupils to make that association between the idea and its symbol which must exist before spelling can be of any use?

The words in the book have been grouped so as to lend themselves to use in connected discourse: see page 25, last column, eighth group, which is readily turned into, *A new broom sweeps clean;* or, page 123, last group, England is *especially fortunate* in her geographical position; Benjamin Franklin had *influence sufficient* to procure aid from France.

Teach pupils to select those words in the lesson that are especially hard to spell and to put their effort upon them. Dwell particularly upon such difficult words as *coming*, *separate*, *until*, *necessary*. They will be found repeated again and again in the book.

Use any means that will impress the correct form of the word, such as the "flash method"; quick, light, concert recitation; copying carefully on paper or blackboard; emphasizing

the catch syllable by underlining; seeing *a rat* in *separate;* memorizing "*T-e* double *n*, *e*, double *s*, double *e*, *Tennessee*"; grouping the words that are from the same stem, as *medicine, medicinal;* learning by contrast, *judgment, management;* learning by association, *eligible for a position, an illegible signature;* attending strictly to correct syllabication (the pronunciation first of the word and then of the syllables *r-e*, re, *a-l*, al, *l-y*, ly, *really*, is strongly recommended): careful enunciation (poor enunciation is a prolific source of bad spelling); the old-fashioned spelling match.

Test your pupils on sounding words. One reason for poor spelling, even in the grammar grades, is the frequent inability of pupils to connect the most elementary sounds with the letters, as *ă* with *a*, etc.

Help pupils to syllabicate words for themselves, by such questions as: How many syllables are there in *study*, in *studious?* What is the first syllable in each? What is the second syllable in *studious?* Syllabicate such type words as: *gladden, trifle, triple, sponging, acquaintance, intention.*

Lead the pupils to formulate a few spelling rules inductively, by having them observe the spelling of a number of words entirely familiar to them. Before spelling rules are taught, the difference between vowels and consonants should be made clear and pupils should be required to memorize the vowels. Teach words to illustrate each rule: for example, *hop, hope, hopped, hoped.* Seldom give exceptions to rules.

Interest pupils in their dictionaries; see especially pages 127, 171, and 181, etc., when dictionary exercises are given.

Teach all words *commonly misspelled* in the written work of the pupils. Occasionally dictate from the reading lesson words that are desirable for the pupils to add to their vocabularies.

Insist that the home study shall include written spelling.

If possible the child should be tested in writing by some other member of his family.

On the day following the study of the words as indicated before, dictate them for careful writing. Have each child keep a notebook for further study of the misspelled words.

A Suggestion for Flash Spelling

Page 6 — Lesson 19

It is May!
The buds are on the trees.
I saw a lamb to-day.

After an interesting preliminary talk about the spring season, ask the class, "Who can read what I write," as you place upon the board in script, *It is May!* When one of the pupils has read this aloud, call attention to the spelling, capitalization, and punctuation. Then erase the sentence and ask each child to write it from memory. Send the poor spellers to the board for this work. After a rest period direct the class to copy the sentence twice from the book for their study work. Later on in the day make a test of this sentence.

Develop and test the other two sentences in the same way on succeeding days. Even in this grade children can exchange work and mark each other's papers with profit to themselves.

The Writing of Words in Dictated Sentences

Use each of the selections first as a reading lesson, calling attention to the author and giving the setting. Drill upon the spelling of the difficult words and upon the marks of punctuation.

Do not require children to learn the spelling of any unusual words, such as Avdyeitch, page 123, but write it upon the board for them to copy.

A Suggestion for Sentence Dictation

Page 22 — Lesson 12

The earth was green, the sky was blue;
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn.
— CHRISTINA ROSSETTI: *A Green Cornfield.*

The Reading Lesson

Ask a child to read the stanza. "What picture did you get?" If there is no response, ask another child to read the first line only while the class stands at the schoolroom windows and looks out. The children will come back to their seats filled with the beauty of the day. Ask another child to read the second and third lines. "What is the meaning of 'hang between the two'?" Very likely the class cannot tell. Ask "What two?" "Earth and sky" will be the prompt response. Then explain the peculiarity of the skylark in suspending itself in mid air, but purposely omit the shape and color of the bird, since in this stanza it is merely a "speck." "What is a speck?" When the children have given the correct answer, read again the complete stanza, asking the class to make a mental picture of it.

The Spelling Lesson

At a subsequent period have the children open their books and choose all of the words in the stanza that they consider difficult to spell. Probably the following list will result:

earth	blue	heard	morn	speck
green	skylark	sunny	between	above

Teach *earth*, *heard*, and *above* by the flash method. Write each word upon the board and ask two or three of the poor

spellers to spell the word orally. Then erase it and ask the class to write it, sending the poor spellers to the board.

The words *green*, *between*, *morn*, *corn*, *speck*, *sky*, and *lark*, should be taught as pure phonetic words. Ask the poor spellers first to sound the word both while looking at its written form upon the board and again after it has been erased, and then to write it upon the board.

Direct the class to look at the blue sky out of the window and while doing so to spell softly in concert "b-l-u-e." Then write on the board "blue sky" and after erasing it direct the pupils to write the two words.

The word *sunny* should be shown to be a derivative of *sun*. Call attention to the double *n*.

At the close of the period have the class write the ten words from dictation. Exchange papers and ask the pupils to mark the words as the teacher spells them orally. Each child should be directed to write several times during his study period the words which he has misspelled and to prepare to write the stanza as a whole by copying it from the book. Call attention to the indentation and punctuation by the following device:

T———————,———————;
I———————
A———————,
A———————.

Give the name of the author to the class, but do not require the children to remember it.

Several hours later dictate the stanza for writing. Very likely some of the children will not put a line of the poetry upon a single line of the paper, and may therefore divide words at other places than at the ends of the syllables. If so, spend the next lesson upon that particular point.

Selections too long to be written at one period should be divided

into logical parts and written on consecutive days. Occasionally, it may be desirable to dictate only part of a selection in sentence form; and to choose from the remaining sentences, for writing in columns, such words as may be difficult to spell. For instance, the paragraph on page 140 may be dictated as follows:

In utter amazement, Silas fell on his knees and bent his head to examine the marvel: it was a sleeping child — a round, fair thing, with soft yellow rings all over its head.

toward	vision	gaze	familiar
hearth	blurred	agitated	resisting
stooping	brought	violently	stretched
together	appeared	mysteriously	encountered

Much of the poetry should be memorized.

Children enjoy elliptical exercises, and the teacher can readily make additional ones from classic fables and proverbs.

The Writing of Words in Construction Exercises

Construction exercises should be correlated with the other work of the school and given in connection with the work in composition. The words in each exercise should be studied one by one during a preliminary talk about the subject so that spelling and thought may be definitely associated.

The child in the primary grades usually knows the meaning of the words for which he is given the spelling. The chief value of the construction work is to test him in spelling words automatically. It often reveals also to the teacher limitations in her own instruction as well as new fields for work with the child. These new fields will be shown to the teacher by such children's errors as cannot be forestalled. Be sure, therefore, to take time to correct errors like the following:

I am *aloud* to romp until I am tired.

Father's can *set* by the blazing fire and tell the best stories.

Then I *come ents* reading.

Its so cozy by the fire.

In the upper grades the child is sometimes carried a little beyond his experience. Even though he meet new words here for the first time, it is certainly desirable for him to associate "*modest demeanor*," "*self-control*," and "*august presence*" with Washington, as on page 153; "*patience*," "*sympathy*," and "*endurance*" with Lincoln, as on page 170. The time to fix the spelling of these words is while they are fresh with interest.

The custom of observing the progress of the natural year has been utilized. For instance, the "Sleigh Ride" on page 39 with the "Tinkle, tinkle, tinkle" of Poe's "silver bells," will afford opportunity for impressing the spelling of *sleigh*, *merrily*, and *nipping* upon these little third-grade people. These exercises are particularly valuable as a means of enlarging the child's vocabulary.

Professor George H. Palmer in his "Self-Cultivation in English" says: "Let any one who wants to see himself grow, resolve to adopt two new words each week. It will not be long before the endless and enchanting variety of the world will begin to reflect itself in his speech, and in his mind as well. I know that when we use a word for the first time we are startled, as if a fire-cracker went off in our neighborhood. We look about hastily to see if any one has noticed. But finding that no one has, we may be emboldened. A word used three times slips off the tongue with entire naturalness. Then it is ours forever, and with it some phase of life which had been lacking hitherto."

Letter writing is probably the most beneficial exercise undertaken by the school in the study of English, since it is almost the only form of writing used by the adult. School letters are of two kinds, the stilted formal letter in which the teacher or a text-book supplies the thought; and the informal or real

exercise during the writing of which the child works at a white heat of interest. In the first exercise the spelling can be carefully worked up before the exercise begins, and there need be practically no misspelling. In the second exercise the spelling will probably be as bad as the child can make it, for he will spell correctly only such words as he can spell automatically, because his attention is directed wholly to the expression of his thought.

For instance, "In an Art Gallery," on page 176, may be written in letter form by an eighth grade class with almost perfect results, although these same pupils, if asked to write a real letter, would make many mistakes. Very likely words would be omitted or repeated or wrongly syllabicated or misspelled, even though the children had free access to their dictionaries, because they did not yet realize that in the eyes of the world a person is more quickly classed as illiterate for poor spelling than for any other one fault.

It is for this reason mainly that the boys whom teachers recommend for positions often do not write creditable letters of application. Under excitement their spelling goes to pieces because they have not had enough practice in real correspondence to be on their guard in spelling. Therefore, care should be taken to have the children write often under strong stimulus.

With all your power strive to cultivate in the child the habit of consulting the dictionary whenever he is in doubt as to the spelling of words in any written work other than in the specific spelling lesson of the day.

A Suggestion for Construction Work

Page 69 — Hans Andersen Letter

First ask the children to name some stories that Hans Andersen has written. As the titles are given, allow the children to comment on them, and when the enthusiasm is at its

height say to the class, "I am going to show you his picture." While doing so, tell the story of his life briefly and sympathetically.

At the close read his letter to Marie, allowing the class to follow with books open. When the class is breathless with pleasure stop and ask, "Did the letter please you?" Some child will say, "It was fine!" "If you have had such a nice letter from Hans Andersen, what can you do for *him?*' The children will wish to write a letter to him. After an hour's rest on other lessons, put the class to work on the reply to Hans Andersen. From the letters collect spelling lists for teaching on succeeding days. The work is never ending.

SPELLING RULES

TO BE TAUGHT INDUCTIVELY

I. The plural of nouns is regularly formed by adding *s* to the singular: see page 51.

Exceptions: —

(*a*) Nouns ending in *f*, change *f* to *v*, and add *es*: see page 51.

(*b*) Nouns ending in *s*, *sh*, *ch*, and *x* add *es*: see page 53.

(*c*) Nouns ending in *y*, preceded by a consonant, change *y* to *i* and add *es*: see page 53.

(*d*) Some nouns ending in *o*, preceded by a consonant, add *es*: see page 53.

II. Final *e* is omitted when a termination beginning with a vowel is added to the word: see page 61.

Exceptions: —

(*a*) Final *e* is retained when it is necessary to preserve the identity of the word, as in *dyeing*, *singeing:* see page 132.

(*b*) Final *e* is retained when preceded by *c* or *g*, as in *peaceable*, *courageous:* see page 132.

III. Final *y* when preceded by a consonant is generally changed to *i* when a letter or suffix is added; as *dry*, *dried:* see page 87. Words ending in *ie* change *ie* to *y* when adding a suffix; as *die*, *dying:* see page 132.

IV. All monosyllables, or polysyllables accented on the last syllable, and ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with

a vowel; as *thin*, *thinner*, *control*, *controlled:* see pages 62, 85, 148, and 168.

V. The word *full*, when it forms the ending of another word, is written with one *l*; as *tuneful*, *handful*.

VI. The possessive case of a noun in the singular number is formed by adding an apostrophe and *s*; as, "The *bird's* wing," "The *man's* hat," "*James's* book." When the noun in the plural ends in *s*, the possessive is shown by adding an apostrophe only: as "*Birds'* wings," "*Boys'* games"; when the noun does not end in *s*, an apostrophe and *s* are added: as "*Men's* gloves," "*Children's* books."

Note that *ours*, *yours*, *hers*, *its*, and *theirs* have no apostrophe.

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NOTE. — The order of these exercises should be rearranged to meet the requirements of each class. The teacher should change the title or the directions accompanying any exercise, if she can stimulate her class to greater interest or originality.

TABLE OF DIACRITICAL MARKS.

Vowels.

ā, as in..āle, chā'os, chām'ber.
ă, " " ..sen'āte, ă-e'rĭ-al, sal'u-tă-ry.
â, " " ..câre, pâr'ent, com-pâre', âir.
ă, " " ..ăm, făt, ăt-tăck', re'ăd-mit'.
ä, " " ..ärm, fä'ther, älms, ärţ, pälm.
å, " " ..åsk, gråss, å-bate', A-mer'i-cå, bot'å-ny.
a, " " ..fi'nal, in'fant, mad'am.
a, " " ..all, awe, swarm, talk, draw.
ē, " " ..ēve, se-rēne', hē'li-om'e-ter.
ĕ, " " ..ĕ-vent', dĕ-lin'ē-ate, sĕ-rene'.
ĕ, " " ..ĕnd, mĕt, con'dĕm-na'tion.
ē, " " ..fērn, hēr, pēr-vērt', ev'ēr.
e, " " ..re'cent, pru'dence, nov'el.
ī, " " ..īce, tīme, in-spīre', jus'tĭ-fī'a-ble.
ĭ, " " ..ĭ-de'a, trĭ-bu'nal, dĭ-am'e-ter.
ĭ, " " ..ĭll, pĭn, ad-mĭt', hab'ĭt, in-fĭn'ĭ-tĭve.
ō, " " ..ōld, rōw, ō'ver, lō'co-mō'tive.
ŏ, " " ..ŏ-bey', tŏ-bac'cŏ, sor'rŏw, prŏ-pose'.
ô, as in..ôrb, ôr'der, ab-hôr', ab-hôr'-ring.
ŏ, " " ..ŏdd, nŏt, fŏr'est, in'cŏr-rect'.
ū, " " ..ūse, pūre, tūne, dū'ty, as-sūme'.
ŭ, " " ..ŭ-nite', ac'tŭ-ate, ed-ŭ-ca'tion.
ụ, " " ..ṛụde, rụ'mor, in-trụde'.
u, " " ..fụll, pụt, fụl-fill', joy'fụl, in'-strụ-ment.
ŭ, " " ..ŭp, stŭd'y, ŭn'der, in'dŭs-try.
û, " " ..ûrn, fûrl, con-cûr', bûrn.
ÿ, " " ..pit'ÿ, in'ju-rÿ, dĭ-vin'ĭ-tÿ.
o͞o, " " ..fo͞od, mo͞on, fo͞ol, no͞on, wo͞o'-ing.
o͝o, " " ..fo͝ot, wo͝ol, bo͝ok, cro͝ok'ed.
ou, " " ..out, thou, de-vour'.
oi, " " ..oil, re-joice', em-broid'er-y.
N, representing the nasal tone (as in French or Portuguese) of the preceding vowel; as in entrée (ȧN'trā').
' (for voice-glide), as in pardon (pär'd'n), evil (ē'v'l).

Consonants.

g (hard): as in go, anger; for gu, as in guard; for gue, as in plague; for gh, as in ghost.
s (surd, or sharp): as in so; for c, as in cell; for sc, as in science; for ss, as in hiss.
z (like s sonant): as in zone; for s, as in is, wise, music; for x, as in Xenophon, xylography.
ch (= tsh): as in chair, much; for tch, as in match.
sh: for ch, as in machine, chaise; for ce, as in ocean; for ci, as in social; for sci, as in conscious; for s, as in sure; for se, as in nauseous; for si, as in pension; for ss, as in issue; for ssi, as in passion; for ti, as in nation.
zh (= sh made sonant): for z, as in azure; for zi, as in glazier; for s, as in pleasure, usual; for si, as in vision; for g, as in rouge, cortège.
j (= dzh): for g, as in gem, giant; for gi and ge, as in religion, pigeon; for di, as in soldier; for dg, as in knowledge.
k: for ch, as in chorus, anarchy; for c, as in cat; for ck, as in duck; for qu, as in conquer, coquette; for que, as in pique.
kw: for qu, as in queen, quality.
ks (surd): for x, as in vex, exit, dextrous.
gz (sonant): for x, as in exist, exact, example.
f: for ph, as in philosophy, triumph; for gh, as in rough.
hw: for wh, as in what, why, where.
t: for ed, as in baked, crossed; for th, as in thyme, Thomas.
ng: as in long, singer; for ngue, as in tongue.
n̲ (like ng): for n before the sound of k or hard g, as in bank, linger.
n (the ordinary sound): as in no, none, man, many.
th (sonant): for th, as in then, this, smooth, breathe.
th (surd): as in thin, through, breath, width.

Note. Foreign sounds are represented by the nearest English equivalents. Thus, ụ is employed as the nearest English vowel we have, inexact as it is, to replace ü French and ü German; and in like manner the ĕ for the eu French and ö German.

Accents and Hyphens. The principal accent is indicated by a heavy mark (ˈ), and the secondary accent by a lighter mark (ˊ), at the end of the syllable.

Note. The diacritical marks given above are taken from Webster's International Dictionary, published by G. & C. Merriam Company, Springfield, Mass.

PLAN OF WORK

Spelling lessons are provided for eight grades.

The work of each year is divided into *half years*. For example: Third year—first half; third year—second half, etc.

These half year divisions are sub-divided into *numbered sections*.

Each numbered section is sufficient for five *lessons*, or, one numbered section a week arranged as follows:

First Day—(*a*) Discussion of subject and meaning of words; also of peculiarities of spelling. Add words suggested by pupils.

(*b*) Written dictation of difficult review words.

Second, Third, and Fourth Days—(*a*) Discussion of from three to six words each day in original sentences made by pupils. Oral and written drill in spelling these words.

(*b*) Written dictation of words studied together with difficult review words. The written dictation should come at a later period than the study period, perhaps on the day following.

Fifth Day—Review of entire exercise by dictating the words to be written in columns, in original sentences, or in composition.

For variety some of the numbered sections contain lessons on abbreviations, as for example, No. 7, page 41; or, lessons on word building or word analysis, No. 6, page 51. These lessons should be taught the same as the spelling.

Reviews of commonly misspelled words are repeated many times in the regular spelling lessons and always in each half year's work under the caption, **WORDS REQUIRING SPECIAL DRILL**. These review lists are also used for spelling matches.

Words are printed in type of uniform size in order that children may not form false notions of the importance of one word over another. The selection of words for intensive study is left to the discretion of the principal or teacher. By this plan the fixed spelling list may be supplemented with words of local importance which need special drill.

Diacritical marks (table on p. xiii) are taught in the exercises for pronunciation. See bottom of pages, 40, 50, 60, 97.

Spelling rules are taught inductively. See p. 53, Section 10.

FIFTH YEAR — FIRST HALF

1

eld est	pin a fore
cor ner	worn-out
fa cing	at ten tion
clasped	in quir ing
satch el	in ter est ed
be lieve	bare head ed
ex plain	school boys

Write about these boys, using from memory not fewer than six of the words above.

2

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night.

—HENRY WADSWORTH LONGFELLOW: *Paul Revere's Ride.*

us ing	char i ty	nurse	tru ly
read i ly	neg lect	pa tient	sin cere ly
pur sue	sup port	med i cine	cor dial ly
up right	wealth y	phy si cian	re spect ful ly
pur pose	gen er ous	im prove ment	af fec tion ate ly

NOTE: Read the Preface and the Suggestions to Teachers.

3

A Spelling Match

eas i ly	lead er	de feat	ea ger
match	choose	cor rect	dis tinct
clear ly	ear nest	mis spell	mis take
dif fi cult	suc cess	straight	puz zling
mem o ry	anx ious	ac cu rate	prompt ly
al ter nate ly	syl la ble	pro nounce	en joy ment

Describe the last spelling match in your schoolroom, using from memory not fewer than six of the words above.

Still sits the schoolhouse by the road,
A ragged beggar sunning:
Around it still the sumachs grow,
And blackberry vines are running.

—John Greenleaf Whittier: *In School Days.*

4

emp ty	dis mal	thought	re flect ing
how ev er	strange	use less ness	com pan ion

"How —— you look!" said a bucket to its —— as they were going to the well.

"Ah!" replied the other, "I was —— on the —— of our being filled; for let us go away ever so full, we always come back ——."

"Dear me! How —— to look at it in that way," said the other bucket. "Now I enjoy the —— that —— empty we come, we always go away full." — Æsop.

Word Building

roll	rolled	roll ing	roll er	walk
lis ten	lis tened	lis ten ing	lis ten er	re port
per form	per formed	per form ing	per form er	whis tle

Add *ed*, *ing*, and *er* to the words in the last column.

5

Home from his journey, Farmer John
Arrived this morning, safe and sound;
His black coat off, and his old clothes on,
"Now I'm myself," said Farmer John;
And he thinks, "I'll look around."
Up leaps the dog; "Get down, you pup!
Are you so glad you would eat me up?"
The old cow lows at the gate to greet him;
The horses prick up their ears to meet him.
"Well, well, old Bay!
Ha, ha, old Gray!
Do you get good feed when I'm away?"

—JOHN TOWNSEND TROWBRIDGE: *Farmer John.*

haul	i dle	nick el	hur ried
sure ly	sav ing	trained	through
weight	col lect	sit u a tion	com pelled
bag gage	lib er al	com plain	ex cite ment
mis tak en	ac count	in dus tri ous	im me di ate ly

Pronounce carefully:—

God	class	judge	Arc tic	syr up
gone	laugh	re cess	height	pi an o
clos et	po ta to	stead y	rath er	hearth
cof fee	stu pid	cer tain	pi az za	tak ing
av e nue	length	fac to ry	stom ach	com ing
reg u lar	sur prise	to wards	fore head	read ing
yes ter day	cu cum ber	mis chief	ge og ra phy	gro cer y

Review the lists found on pages 40, 50, and 60.

6

The sea, the sea, the open sea,
The blue, the fresh, the ever free!
Without a mark, without a bound,
It runneth the earth's wide regions round;
It plays with the clouds; it mocks the skies;
Or like a cradled creature lies.

— BARRY CORNWALL: *The Sea.*

FROM NEW YORK TO LONDON

wharf	crest	wav ing	bil low
sights	ar ri val	ho ri zon	cap tain
trough	voy age	friend ly	steer age
break ers	fare well	un fa mil iar	light house
bound less	de par ture	pas sen gers	nav i ga tion

Describe either a real or an imaginary trip you have taken on the ocean. Use from memory not fewer than six of the words above.

7

A POCKET HANDKERCHIEF

flax	weave	in i tial	pure	lin en
dain ty	cor ner	spot less	I rish	creased
la dies'	im port	car ry ing	pock et	hem stitch
laun der	em broid er	gen tle men's	stamped	hand ker chief

Lost: a handkerchief. Write of it, using from memory not fewer than six of the words above (or their derivatives).

Boot, saddle, to horse, and away!
Rescue my castle before the hot day
Brightens to blue from its silvery gray,
Boot, saddle, to horse, and away!

— ROBERT BROWNING: *Cavalier Tunes.*

8

DAYBREAK

A wind came up out of the sea,
And said, "O mists, make room for me."

It hailed the ships, and cried, "Sail on,
Ye mariners, the night is gone."

And hurried landward far away,
Crying, "Awake! it is the day."

It said unto the forest, "Shout!
Hang all your leafy banners out!"

It touched the wood-bird's folded wing,
And said, "O bird, awake and sing."

And o'er the farms, "O chanticleer,
Your clarion blow; the day is near."

It whispered to the fields of corn,
"Bow down, and hail the coming morn."

It shouted through the belfry-tower,
"Awake, O bell! proclaim the hour."

It crossed the churchyard with a sigh,
And said, "Not yet! in quiet lie."

— HENRY WADSWORTH LONGFELLOW.

9

a ro ma	op po site	in struct	at tract
cof fee	neigh bor	mes sen ger	pres ence
per form	cor dial	fi nal ly	ve ran da
pres ent ly	in vi ta tion	dis ap point	stran gers

10

Here is an interesting anecdote of Jacob Grimm. Some of you will remember that one of his prettiest tales ends with the words, "Whoever refuses to believe this story owes me a dollar." One winter morning a little girl rang the doorbell and asked the servant if Professor Jacob Grimm was at home. When informed that he was not, she said politely, "Will you please hand him this dollar when he returns?" The servant took the coin, glanced at it curiously, and inquired who sent it and what it was for. "I owe him the money myself," said the little girl. "Why? What for?" "Because I don't believe the story about the wolf."

COMMON ABBREVIATIONS

p.	page	*etc.*	(*et cætera*) and others
pp.	pages	*Sec.*	secretary
amt.	amount	*Capt.*	captain
B.C.	before Christ	*vol.*	volume
A.D.	(*anno Domini*) in the year of our Lord	*P.O.*	post office
pay't.	payment	*Prof.*	professor
Gov.	governor	*Pres.*	president

11

ex tra	par ents	a ware	av er age
ef fort	pro voke	con tain	a cad e my
dam age	ne ces si ty	en vel ope	in crease

November woods are bare and still;
  November days are clear and bright;
Each noon burns up the morning's chill;
  The morning's snow is gone by night;
Each day my steps grow slow, grow light,
  As through the woods I reverent creep,
  Watching all things lie down to sleep.

—HELEN HUNT JACKSON: *Down to Sleep*

12

WORDS REQUIRING SPECIAL DRILL

too	led	un til	whole
of ten	their	tru ly	please
ma ny	dai ly	dur ing	cer tain
al ways	hid ing	ex pect	u su al ly
get ting	hid den	sev er al	e nough
com ing	be lieve	par al lel	busi ness
al read y	re ceive	car ry ing	to geth er
all right[1]	though	sud den ly	sep a rate
al to geth er	through	nec es sa ry	Feb ru a ry

13

"Listen to me," said the Dustman, as soon as he had put Hialmar to bed. Just then loud lamentation was heard from the table drawer. There lay Hialmar's copy-book. At the beginning of every line on each page there stood a large letter with a little letter by its side; this was the copy; and after them stood other letters intended to look like the copy. Hialmar had written these; but they seemed to have fallen over the lines upon which they ought to have stood. "Look; this is the way you must hold yourselves," said the Dustman.

"Oh, we would do so willingly," said Hialmar's letters; "but we cannot, we are so badly made!"

"Well, I cannot tell you any more stories now," said the Dustman; "I must drill those letters: right, left — right, left." So he drilled the letters till they looked as straight and perfect as only the letters in a copy can be. However, after the Dustman had gone away, and when Hialmar looked at them the next morning, they were as miserable and as badly formed as before.

— HANS CHRISTIAN ANDERSEN: *Ole Luk-Oie* [abridged].

[1] Two words.

14

vain	re gion	urge	mer cy
called	en tire ly	es cape	pit ied
hoarse	con quer	in tend	won der
in va lid	mem o ry	ar mor	trou ble
par ti tion	por trait	de fence	ex pense
ev i dent ly	ex act	se lec tion	scarce ly
ten e ment	gen er al ly	thor ough ly	reg u late

15

KRISS KRINGLE

Just as the moon was fading
Amid her misty rings,
And every stocking was stuffed
With childhood's precious things,
Old Kriss Kringle looked round,
And saw on an elm tree bough,
High hung, an oriole's nest,
Lonely and empty now.
"Quite like a stocking," he laughed,
"Hung up there on the tree!
I didn't suppose the birds
Expected a present from me!"
Then old Kriss Kringle, who loves
A joke as well as the best,
Dropped a handful of snowflakes
Into the oriole's empty nest.

—THOMAS BAILEY ALDRICH.

as sist	source	si lence	frac tion
im plore	quick ly	im plies	nu mer a tor
pri vate ly	men tion	con sent	de nom i na tor

16

Mrs. Cratchit made the gravy hissing hot; Master Peter mashed the potatoes with incredible vigor; Miss Belinda sweetened the apple sauce; Martha dusted the hot plates; Bob took Tiny Tim beside him in a tiny corner, at the table; the two young Cratchits set chairs for everybody, not forgetting themselves, and mounting guard upon their posts, crammed spoons into their mouths, lest they should shriek for goose before their turn came to be helped.

—CHARLES DICKENS: *A Christmas Carol.*

WORD BUILDING

hot	hot ter	hot test	wet
glad	glad der	glad dest	sad
thin	thin ner	thin nest	flat

Add *er* and *est* to the words in the last column.

What change occurs in the spelling of the original word?

17

val ley	res cue	seem	ought
be neath	in form	watch	ma son
sto ries	ap pear	anx ious	ce ment
fa mil iar	in stant ly	chant	se vere
in vest	wit ty	psalm	band age
prop er ty	com ment	Sab bath	de crease

18

AT THE DAILY MARKET

sir loin	syr up	oys ter	ba con
bar gain	vin e gar	poul try	car rots
pars ley	butch er	rhu barb	tur nips
cu cum ber	mo las ses	choc o late	spin ach
pro vi sions	as par a gus	cau li flow er	all spice

19

A Fire at our School

gong	reel	de lay	gal lop
hur ry	noz zle	mu sic	a larm
safe ly	steam	sparks	en gine
dan ger	in stant	he roes	rub ber
marched	brav er y	caused	har ness
pres sure	hose cart	fire drill	hy drant
tel e phone	smoul der	watch man	ex cite ment

Imagine a fire broke out in the basement of your school building and tell what happened, using not fewer than eight of the words above (or their derivatives).

20

King Maximilian once asked a boy who was tending some geese to fetch a book which the king had left under a tree. The boy refused to go although the king offered him a piece of gold.

"I dare not leave my geese," said he.

"I will tend the geese for you," said the king.

When the boy returned, the geese had scattered far and wide, and the king and the boy had hard work to get them together again.

"I hope you will pardon me for not being a better gooseherd," said Maximilian, "but as I am a king, I am not used to such work."

"I think," replied the boy, "that you may be a good king, but you are not a good gooseherd."

lev el	prof it	cash	forge
plane	mon ey	or der	an vil
chis el	tur key	cred it	mus cle
au ger	reg u lar	gro cer	bel lows
ban is ter	chick ens	prompt	horse shoe
car pen ter	huck ster	ac count	black smith

21

Five hundred years ago the children of Domremy, in France, used to meet and dance and sing beneath a beautiful beech tree which they called "The Fairy Tree." Among these children was one named Joan of Arc. It was said among the villagers that Joan's godmother had once seen the fairies dancing and perhaps Joan saw them, too; but the other children only went to the tree to eat cakes and laugh and play. Joan was always kind, simple, industrious, pious and yet merry, and fond of playing with the others round the fairy tree. It is said that the singing birds came to her and nestled in her breast. From such a childhood grew up the famed Maid of Orleans, whose tale is the saddest, the most wonderful, and the most glorious in the history of France.

—ANDREW LANG: *The Red True Story Book* [adapted].

22

WORDS REQUIRING SPECIAL DRILL

tale	us ing	nick el	in i tial
tail	use less	po ta to	fi nal ly
fair	ar rive	po ta toes	e nough
fare	weight	wav ing	po lite ly
sail	anx ious	laun der	ear nest
sale	satch el	ex plain	med i cine
wear	fa mil iar	pos si ble	neigh bor
ware	dif fi cult	op po site	dis ap point
ho ly	em broid er	mis spell	sin cere ly
whol ly	in ter est ed	in quir ing	cor dial ly
pa tients	straight en	in vi ta tion	re spect ful ly
pa tience	im me di ate ly	pas sen gers	af fec tion ate ly

23

HOTEL DU NORD, BERLIN.
September 10, 1882.

MY DEAR GERTIE:

This is Sunday morning. It is just after breakfast, about a quarter before nine o'clock. In a shop window in this street I see a great clock every time I go out. It has seven faces, and each face tells what time it is in some one of the great cities of the world. The one in the middle tells me what time it is in Berlin and all around that are those of the other great cities. It does not have North Andover, for that is too small, it is not one of the great cities of the world; but it has New York. Yesterday as I passed it about one o'clock, I saw that it was about five in New York. So I know now that it cannot be quite three in North Andover. You will not go to church for a good while yet, so you will have time enough to read my letter before you go.

I came here last Wednesday, and am going to stay for some time. In fact, I feel as if I lived in Berlin. I send you a picture of the house, with a line drawn across my two windows. The children at the door are not you and Agnes. I wish they were.

The children in Paris all wear blouses, and the children in Venice do not wear much of anything. Here they all wear satchels. I never saw such children for going to school. The streets are full of them, going or coming all the time. They are queer little white-headed, blue-eyed things, many of them very pretty indeed. They wear their satchels strapped on their backs like soldiers' knapsacks, and when you see a schoolful of three hundred letting out, it is very funny.

Only two houses up the street lives the Emperor. He and his wife are out of town now, or no doubt they would send some word to you.

Affectionately your uncle,
PHILLIPS BROOKS.

Imagine you are Gertie and write a reply.

FIFTH YEAR — SECOND HALF

1

In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part;
For the Gods see everywhere.
—HENRY WADSWORTH LONGFELLOW: *The Builders.*

WORDS REQUIRING SPECIAL DRILL

ver y	their	un til	which
ev er y	whole	niece	calm ly
er rand	al ways	much	smil ing
to wards	al read y	weath er	sug gest
noth ing	all right[1]	wheth er	de scribe

Arrange these words in alphabetical order.

2

AT THE POST OFFICE

mail	sign	seal	par cel
can cel	ad dress	ounce	care ful
spe cial	en vel ope	car ri er	reg is ter
sig na ture	post mas ter	sta tion er y	dis trib ute

Write about the adventures of a parcel that was not properly addressed, using from memory not fewer than six of the words above.

re pair	tem per	re lieve	o pin ion
lodg ing	con trol	pro ceed	re li a ble

[1] Two words.

3

A man is said to be *laconic* in his speech when he is short and direct in it. Once when Philip of Macedon wished to subjugate the Laconians, he sent them a letter saying, "If I go down into your country, I will level your great city to the ground." When he received their letter in reply, he found it contained the single word "If."

hon est	hon or	sup ply	sen tence
serv ice	a gree a bly	jan i tor	par a graph
re ward	im pressed	au thor i ties	com po si tion

4

This little clock which had been given to her when she was a small girl, not only struck the hours and half-hours and quarter-hours, but there was attached to it a pretty contrivance which also told the time.

On the front of the clock, just below the dial, was a sprig of a rosebush beautifully made of metal, and on this, just after the hour had sounded, there was a large green bud. At a quarter past the hour this bud opened a little, so that the red petals could be seen; fifteen minutes later it was a half-blown rose, and at a quarter of an hour more it was nearly full blown; just before the hour, the rose opened to its fullest extent, and so remained until the clock had finished striking, when it immediately shut up into a great green bud. — Frank R. Stockton: *The Clocks of Rondaine.*

Word Building

fun ny	sun	wit	pup	fog
mud dy	grit	knot	star	gum

Add *y* to the words in the last four columns. What change occurs in the spelling of the original word?

5

A Gingham Apron

bolts	plaid	dyed	starch	ruf fles
cot ton	striped	checked	Scotch	i roned
kitch en	cov ered	do mes tic	pro tect	French

Give, in a few lines, the autobiography of a gingham apron. Use from memory not fewer than five of the words above.

Word Building

hop	hop ping	din	bid
hope	hop ing	dine	bide
strip	strip ping	can	rob
stripe	strip ing	cane	robe

Add *ing* to the words in the third and fourth columns. What change occurs in the spelling of the original word? (See page xiv.)

6

no tice	sign	pleas ant	too
lei sure	mer it	o be di ent	self ish
in stance	gen tle	dis ap point	mor sel
dis ap pear	mod est	rec om mend	hun gry
wea ri ness	man ner	trans ferred	grat i tude

Pronounce carefully: —

ex tra	clothes	re al ly	val u a ble
au thor	anx i e ty	us u al	sec re ta ry
part ner	the a ter	us u al ly	gen er al ly
sug gest	En glish	per form	par tic u lar
per haps	te di ous	guard i an	con sid er a ble
mem o ry	trav el er	punc tu al	ex traor di na ry

Consult your dictionary and give the diacritical markings for each word.

Review the lists found on pages 50, 60, and 73.

7

THE STORY OF A CLOCK

di al	stroke	week ly	dec ade
weight	mod ern	an tique	meas ure
al ma nac	cen tu ry	e ter ni ty	an nu al ly
reg u late	pen du lum	vi bra tion	stand ard

Imagine yourself a clock and tell your story, using from memory not fewer than five of the words above.

AN ELLIPTICAL EXERCISE

forth	lib er ty	in form	ex act
cloud y	de pend ent	per ceive	wrong

One —— forenoon the clock said to the dial: —

"What a slave you are; you cannot tell an hour unless the sun pleases to —— you. I can tell the hour at any time. I would not be in your —— state for the world. It is just now twelve o'clock."

Just then the sun shone —— and showed the —— time of day. It was half past twelve. The dial replied: "You may now —— that you are wrong. Your freedom is only —— to err. I depend upon the sun, and if you did not depend upon me you would ever go ——." — ÆSOP.

8

flan nel	salt y	clev er	al loy
heav i er	brin y	im press	met al
oc curred	grant ed	con ceal	cause
pre vi ous	priv i lege	hon or a ble	ig no rant
soaked	stal wart	with ered	o pin ions
mois ture	mus cu lar	grad u al ly	con tra ry
re mem ber	no ti cing	at mos phere	in sist ed
dis tinct ly	dif fer ence	trans par ent	fol lowed

Arrange these words in alphabetical order.

9

On a Street Car

fare	seats	leave	nick el
tick ets	mo tor	la dies	safe ty
trol ley	punch	care ful	ac ci dent
e lec tric	eld er ly	cur rent	cour te sy
in di ca tor	po lite ness	crowd ed	con duct or
well-bred	pow er-house	plat form	gen tle men

Tell the pleasant thing that happened to a poor old woman who boarded a crowded street car one evening. Use from memory not fewer than eight of the words above.

Word Building

eas y	eas i er	eas i est	heav y
mer ry	mer ri er	mer ri est	hap py
lone ly	lone li er	lone li est	might y

Add *er* and *est* to the words in the last column. What change occurs in the spelling of the original word? (See page xiv.)

10

cure	noise	roll ing	emp ty
lane	worth	pre ven tion	gath ers

—— vessels make the most ——.

An ounce of —— is worth a pound of ——.

A —— stone —— no moss.

It is a long —— that has no turn.

One to-day is —— two to-morrows.

re ply	un a ble	weak	stretch
re ceived	ex tent	pro tect	prai rie
cour te ous	prob a bly	help less	ve ran da
ac cept ed	es caped	ex cep tion	ex cused
in vi ta tion	pun ish ment	dis hon es ty	awk ward

11

o blige	know	free ly	doubt
friends	read i ly	par take	pos si ble
ad dress	suc ceed	wel come	pack age
bear ing	ap plied	dou ble	se cure ly
main tain	out come	stretch	fas tened
res i dence	dil i gence	sep a rate	con demns
per ma nent	ex er tions	di vi sions	con science
dig ni fied	fa vor a ble	fore head	nec es sa ry
cir cum stan ces	de ter mine	ex pan sive	in stru ment

Arrange these words in alphabetical order.

12

grasped	seized	en tire ly	tusk
quar reled	missed	re port ed	sor ry

Six blind men once examined an elephant and each —— what he had found. Said the first, who happened to put his hand on the elephant's side, "He is quite like a wall." Said the second, who had come upon the —— of the animal, "He is long and pointed like a spear." "Indeed," said the third, who had —— the trunk, "he is exactly like a snake." The fourth man put his arms around one of the elephant's legs and now declared that the animal was shaped like a tree. The fifth man being very tall had found the elephant's ear. "I do not find it so," he cried; "he is like a great fan."

The sixth man, who was the blindest of all, had almost —— the elephant ——. Just now he —— its tail and cried out, "You are all wrong. He is precisely like a rope."

Then, I am —— to say, they sat down by the roadside and ——.

13

tone	em er ald	fifths	par al lel
pipe	di a mond	di vide	con verge
ru by	am e thyst	pal ace	ninth
o pal	sap phire	man sion	nine ti eth
pearl	naught y	in ward	nine teenth
to paz	in do lent	out ward	nine ty-sev en

There was one clear, shining star that used to come out before the rest near the church spire. It was larger and more beautiful, they thought, than all the others.

Every night they watched for it, standing hand in hand at the window. Whoever saw it first cried out, "I see the star." Often they cried out both together, knowing so well when it would rise and where.

So they grew to be such friends with it that before lying down on their beds they always looked out once again to bid it good-night; and when they were turning around to sleep, they used to say, "God bless the star!" — CHARLES DICKENS: *A Child's Dream of a Star.*

14

paste	grieve	beat	veal
smear	mourn	bat ter	cut let
aisle	cheek	scrape	jest
ush er	dim ple	ket tle	laugh
frosts	scraps	syr up	u nit
blight	col lect	cough	fourths
thrill	un bind	joint	bead
ex cite	cap tive	cleave	neck lace
re pent	as sist ed	en roll	real
pun ish	pov er ty	pu pils	im i ta tion

15

What a Boy Wears

suit	shirt	ul ster	reef er
cra vat	col lar	pock et	jack et
blouse	sweat er	trou sers	neck tie
stock ings	o ver coat	o ver alls	hand ker chief

"Pray who are you, beautiful creature?" inquired Pandora. "I am Hope!" answered the sunshiny figure.

"Your wings are colored like the rainbow!" exclaimed Pandora.

"Yes," replied Hope, "because I am partly made of tears as well as smiles."

"And will you stay with us forever?"

"I promise never to desert you," said Hope. "Trust in my promise, for it is true."

And so they did, and so has everybody trusted Hope that has since been alive.

—Nathaniel Hawthorne: *The Paradise of Children* [abridged].

Words Requiring Special Drill

tru ly	please	com ing	lei sure
us ing	dur ing	re ceive	whol ly
be lieve	pos si ble	spe cial	e nough
suc ceed	sep a rate	col umn	height
busi ness	o bliged	re ferred	strength
mer ri er	cour te sy	o pin ion	dis ap pear
wrapped	dil i gence	prom ise	sec re ta ry
car riage	dis ap point	to ma toes	Feb ru a ry
oc cur rence	sta tion er y	res i dence	Wednes day
rec om mend	ap pear ance	con science	main te nance

16

Maggie thought it probable that the small fish would come to her hook, and the larger ones to Tom's. But she had forgotten all about the fish, and was looking dreamily at the glassy water, when Tom said in a loud whisper, "Look, look, Maggie!" and came running to prevent her from snatching her line away.

Maggie was frightened lest she had been doing something wrong, as usual; but presently Tom drew out her line and brought a large trout bouncing on the grass.

Tom was excited. "O Magsie, you little duck! Empty the basket." Maggie was not conscious of unusual merit, but it was enough that Tom called her Magsie, and was pleased with her.

—GEORGE ELIOT: *The Mill on the Floss.*

be tween	ag ate	re lieve	ru ins
quo tient	crys tal	dis tress	li bra ry
quo ta tion	ex cel lent	com plain	val u a ble
dis tin guish	di ges tion	head ache	smoul dered

17

Here are sweet peas, on tip-toe for a flight;
With wings of gentle flush o'er delicate white,
And taper fingers catching at all things,
To bind them all about with tiny rings.

—JOHN KEATS: *I Stood Tip-toe.*

ear ly	laid	fam i lies	a void
proud	couch	des ti tute	seemed
strug gle	lift ed	re ceived	pre vent
con stant	ten der ly	gen er ous	ac ci dents
im prove ment	un con scious	do na tions	pow er less

18

A Bird Lesson

A baby lark had dropped out of its nest sideways, a fall of a foot only, but a dreadful drop for a baby.

"You can get back this way," its mother said, and showed it the way. But when the baby tried to leap, it fell on its back. Then the mother marked out lines on the ground on which it was to practice hopping, and it got along beautifully as long as the mother was there every moment to say, "How wonderfully you hop."

"Now teach me to hop up," said the little lark, meaning that it wanted to fly; and the mother tried to do it, but in vain. She could soar up, up, very bravely, but she could not explain how she did it.

"Wait till the sun comes out after rain," she said, half remembering.

"What is the sun? What is the rain?" the little bird asked. "If you cannot teach me to fly, teach me to sing."

The rain came and glued the little bird's wings together.

"I shall never be able to fly or to sing," it wailed.

Then suddenly it had to blink its eyes, for a glorious light had spread over the world, catching every leaf and twig and blade of grass in tears, and putting a smile into every tear. The baby bird's breast swelled, it did not know why; it fluttered to the ground, it did not know why.

"The sun has come out after the rain," it trilled. "Thank you, sun! Thank you! Thank you! Oh, mother! Did you hear me? I can sing."

Then it floated up, up, calling: "Thank you! Thank you!" to the sun. "Oh, mother, do you see me? I am flying."

—James Matthew Barrie.

19

a re a	ores	tor rid	har bor
frig id	cli mate	gla ciers	sea sons
isth mus	drain age	vol ca noes	veg e ta tion
lux u ri ant	Mis sis sip pi	Bue nos Ay res	St. Law rence

Write of some of the differences between North and South America, using from memory not fewer than six of the words above (or their derivatives).

Nothing is fair or good alone.
I thought the sparrow's note from heaven,
Singing at dawn on the alder bough;
I brought him home, in his nest, at even;
He sings the song, but it cheers not now,
For I did not bring home the river and sky;
He sang to my ear, — they sang to my eye.

—RALPH WALDO EMERSON: *Each and All.*

20

lead	cheap	though	friend
bul let	re al ly	thought	bos om
fi nal ly	bar gain	through	changed
un a ble	o bliged	thor ough	dis tance
per suade	set tled	al though	de sir a ble
nec es sa ry	prom ise	al to geth er	res i dence

Arrange these words in alphabetical order.

The little bird sits at his door in the sun,
Atilt like a blossom among the leaves,
And lets his illumined being o'errun,
With the deluge of summer it receives.

—JAMES RUSSELL LOWELL: *The Vision of Sir Launfal*

21

We may shut our eyes, but we cannot help knowing
That skies are clear and grass is growing;
The breeze comes whispering in our ear,
That dandelions are blossoming near,
That maize has sprouted, that streams are flowing,
That the river is bluer than the sky,
That the robin is plastering his house hard by.

— JAMES RUSSELL LOWELL: *The Vision of Sir Launfal.*

boom	soft	kind ly	a mus ing
can non	wrath	ev i dent ly	an ec dotes
in stant ly	an swer	in ten tion	de light ful
in dig nant	turn eth	re gard ing	in ter est ing

22

The green earth sends her incense up
From many a mountain shrine;
From folded leaf and dewy cup
She pours her sacred wine.

The mists above the morning rills,
Rise white as wings of prayer;
The altar curtains of the hills
Are sunset's purple air.

— JOHN GREENLEAF WHITTIER: *Nature's Advent.*

brisk	death	match	pray er
al ways	es cape	com bat	re lig ious
sup port	nar row	wres tle	med i tate
sales man	glow ing	sim ple	o be di ence
en er get ic	de scrip tion	bal lad	re pent ance

Arrange these words in alphabetical order.

SIXTH YEAR — FIRST HALF

1

quaint	writ ing	si lence	ea ger ly
ear nest	se ri ous	in no cent	stu di ous
oc cu pied	al pha bet	la bo ri ous	at ti tude
strug gling	stud y ing	at tent ive	mis chiev ous
in dus tri ous	dil i gent ly	be hav ior	sym pa thet ic

Write a story suggested by the picture, using from memory not fewer than eight of the words above (or their derivatives).

i de a	e rect	ful fill	en dure
de lights	po si tion	o bliged	pa tience
sat is fy	du ra ble	sol emn	cli mate
prog ress	ma te ri al	oc ca sion	pa tients
laughed	friends	de scribe	flour ish
non sense	rec og nize	sys tem	hos pi tal
dis·cuss	mis er a ble	ab bre vi ate	reg u lar
prob lem	ig no rance	Penn syl va ni a	at tend ance

NOTE : Read the Preface and the Suggestions to Teachers.

2

There is something in the autumn that is native
to my blood —
Touch of manner, hint of mood;
And my heart is like a rhyme,
With the yellow and the purple and the crimson
keeping time.

— Bliss Carman: *A Vagabond Song.*

in ter est	cer tain	height	ex act
ad dress	no tions	in vis i ble	pre cise
au di ence	ap prove	in ten tion	pe cul iar
own er	de light ful	hon or a ble	ap pear ance
an nu al ly	gen er al	in cor rect	mod er ate
pos ses sion	brig a dier	im pres sion	cir cum stance

3

It is rare that the summer lets an apple go without streaking or spotting it on some part of its sphere. It will have some red stains, commemorating the mornings and evenings it has witnessed; some dark rusty blotches, in memory of the clouds and foggy, mildewy days that have passed over it; and a spacious field of green, reflecting the general face of nature — green even as the fields; or a yellow ground, which implies a milder flavor — yellow as the harvest or russet as the hills.

— Henry David Thoreau: *Wild Apples* [abridged].

con ceal	ar bor	noth ing	at tain
pre tend	trel lis	vent ure	re al ize
quire	sought	en cour age	hope ful
sheets	ad vice	de mand ed	pros pects
twen ty-four	sel dom	rea son a ble	nu mer ous

4

Then pale and worn, he kept his deck
And peered through darkness. Ah, that night
Of all dark nights! And then a speck —
A light! a light! a light! a light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn,
He gained a world, he gave that world
Its greatest lesson: "On! sail on!"

— JOAQUIN MILLER: *Columbus.*

bold	Is a bel la	per il ous	pe ti tioned
un til	prom ise	re tard ed	cour a geous
he ro ic	Span ish	daunt less	per se ver ing
voy age	be lieved	per suad ed	ven ture some

Write of your respect for a certain famous man, giving his name and using from memory not fewer than eight of the words above (or their derivatives).

When freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there.

— JOSEPH RODMAN DRAKE: *The American Flag.*

Pronounce carefully: —

po em	li bra ry	to wards	il lus trate
gath er	mu se um	cour te sy	rasp ber ry
gen u ine	busi ness	sur prise	per spi ra tion

Consult your dictionary and give diacritical marking for each word.

Review the lists found on pages 60, 73, and 85.

5

I have visited various parts of my own country; and on no country have the charms of nature been more prodigally lavished. Her mighty lakes; her mountains, with their bright aërial tints; her valleys, teeming with wild fertility; her tremendous cataracts, thundering in their solitudes; her boundless plains, waving with spontaneous verdure; her broad deep rivers, rolling in solemn silence to the ocean; her trackless forests, where vegetation puts forth all its magnificence; her skies, kindling with the magic of summer clouds and glorious sunshine: — no, never need an American look beyond his own country for the sublime and beautiful of natural scenery.

— WASHINGTON IRVING: *The Sketch Book.*

6

WORDS REQUIRING SPECIAL DRILL

ring	pause	e lude	cre ate
wring	hes i tate	de lude	sus tain
waist	pop lar	pre lude	com ing
waste	pop u lar	ex clude	les sen
a loud	pos sess	in clude	quan ti ty
al lowed	ve hi cle	con clude	les son
ex te ri or	mea ger	stat ue	mem o rize
in te ri or	sup plies	stat ure	hoped
in fe ri or	me tal lic	stat ute	hopped
su pe ri or	per fo rate	prom ise	hop ing
e ter nal	wel fare	vig i lant	hop ping
in ter nal	con sid er ate	stren u ous	con trolled
ex ter nal	sym pa thize	Del a ware	com pelled
re ferred	mel an chol y	Feb ru a ry	trans ferred
gro cer ies	dis po si tion	Mis sis sip pi	le ni en cy
lu cra tive	at tend ance	Wednes day	for bear ance
de scrip tion	ex traor di na ry	dis ap peared	cour a geous

7

mar	lack	ze ro	won
scar	nerve	ci pher	spurs
thirst	stroll	clang	rye
sat is fy	ram ble	clam or	bar ley
wor ry	fierce	droll	trace
un ru ly	mo lest	cir cus	net work
blush	quench	calm	gloss
bash ful	smoth er	qui et	shim mer
neck	past	de pot	un fold
draught	passed	stor age	gar ment
aw ful	thir ti eth	guest	ce dar
hur ri cane	thir ty-fifth	guessed	ev er green

8

a gain	mas ter	quar rels
fruits	con quers	em ployed

A good servant makes a good ——.
The greatest conqueror is he who —— himself.
Deeds are ——, words are but leaves.
He is idle who might be better ——.
A bad workman —— with his tools.
Lost time is never found ——.

full est	spe cial	er ror	en trance
lib er ty	prac tice	ex plain	fa mil iar
cask et	de cep tion	con sid er	prob a ble
carv ing	a shamed	mer it	neg a tive
wrought	cow ard ice	un u su al	af firm a tive

9

quar ries	Low ell	rug ged	dai ry ing
in dus tries	fac to ries	Whit ti er	fish er ies
u ni ver si ties	Mas sa chu setts	man u fac ture	cran ber ries

Imagine you are a student at Harvard or Yale and write a letter home giving your impressions of New England. Use from memory not fewer than eight of the words above.

alms	fu ry	re bel	ac id
char i ty	a bate	a buse	al ka li
ac cede	al cove	in flate	al um
re quest	bal co ny	bal loon	bo rax
a droit	blonde	ath let ic	bruise
skill ful	bru nette	mus cu lar	ar ni ca
trail ing	au burn	awk ward	am pu tate
ar bu tus	flax en	an gu lar	a poth e ca ry
as tound	me chan ic	a bid ing	am bu lance
dumb found	ap pren tice	res i dence	sug gest
un clean ly	a chieve	ex cus ing	im prove ment
an tip a thy	suc cess	dil a to ry	cur rant
Al might y	re sem ble	plau si ble	rasp ber ries
om nip o tent	ap pear ance	ex pla na tion	musk mel on

DERIVED FROM LATIN NOUNS

pes (*pedis*), foot	*manus*, hand	*nomen* (*nominis*), name
ped al	man u al	noun
pe des tri an	man u script	nom i nal
im ped i ment	ma nip u late	de nom i na tion

10

Whoever has made a voyage up the Hudson must remember the Catskill Mountains. They are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day, produces some changes in the magical hues and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers.

— WASHINGTON IRVING: *Rip Van Winkle.*

surf	ca nal	graz ing	an thra cite
steel	oys ter	Ni ag a ra	for eign ers
na val	rais ing	mil i ta ry	bi tu mi nous
wealth	cap i tol	Del a ware	im mi gra tion
found ry	com merce	pres i dent	Penn syl va ni a

Give a page from the diary which you wrote while visiting places of interest in the Middle Atlantic States. Use from memory not fewer than six of the words above.

WORD BUILDING

Add *en*, *ness*, and *ly* to each word: —

soft	sweet	dark	sharp
light	short	quick	bright

11

wil low	re sent	ceil ing	mixt ure
pli a ble	af front	seal ing	com posed
mes sage	ir ri tate	cam e ra	con sume
tel e graph	pres sure	pho to graph	ex tin guish
con veyed	in dis creet	de served	in closed
per mis sion	com pli cate	rep ri mand	pa ren the sis
ven ti la tion	in di gest i ble	ob tained	o mis sion
tem per a ture	con fec tion er y	per sua sion	par don a ble

12

The Eagle

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.
The wrinkled sea beneath him crawls;
He watches from his mountain walls;
And like a thunderbolt he falls.

— Alfred Tennyson.

hap py	in sist	an swer	badge
aim ing	re lease	cor rect	sig ni fy
me di um	ceased	en tire ly	in spect
eas i ly	thought	lei sure	dis cuss
reg u late	read i ly	be lieve	se ri ous
nec es sa ry	grasped	va ca tion	ques tion

13

A Hotel Guest

rate	guest	cash ier	re ceipt
lob by	wait er	prompt	cour te sy
ser vice	man a ger	par lors	oc cu pant
res tau rant	cor ri dors	pay ment	pro pri e tor
per ma nent	Eu ro pe an	tran sient	ac com mo date

Write of a real or an imaginary stay you once made in a large hotel, using from memory not fewer than eight of the words above.

Word Analysis		Word Building	
in-, *im-*, not			
in ex act	im mor tal	ca pa ble	ma ture
in se cure	im par tial	ac cu rate	prop er

14

ver y	dyes	re ward	pur suit
route	an i line	skilled	vig or ous
ex act ly	cas u al ly	cu ri ous ly	pun ish ment
ri fle	re sem blance	in vent ed	ex am i na tion
bay o net	ac quaint ance	con triv ance	su per in tend ent

We were now on those great plains which stretch unbroken to the Rocky Mountains. The country was flat like Holland, but far from being dull. All through Ohio, Indiana, Illinois, and in Iowa, or for as much as I saw of them from the train and in my waking moments, it was rich and various, and breathed an elegance peculiar to itself. The tall corn pleased the eye; the trees were graceful in themselves, and framed the plain into long, aërial vistas; and the clean, bright, gardened townships spoke of country fare and pleasant summer evenings on the stoop.

— Robert Louis Stevenson: *Across the Plains.*

15

car go	ranch	his tor ic	prai ries
ex plore	ce re als	ship ping	fer til i ty
Wis con sin	Mis sou ri	trib u ta ries	Su pe ri or
im ple ments	fur ni ture	Mich i gan	el e va tors
man u fac tures	ag ri cul ture	Cin cin na ti	stock rais ing

If Napoleon could see a cargo of produce from the Great Central Plain, would he regret the sale of Louisiana or not? Explain why, in writing, using from memory not fewer than eight of the words above.

Word Analysis *re-*, back		Word Building	
re trace	re is sue	turn	ap point
re doub le	re lease	as sure	con sid er

16

fer tile	drear y	se cure	ear nest
flour ish	mis er y	wrap per	pur pose
pres ent	bod ice	pack age	op po site
ef fort	fit ting	ma nil a	con scious
lu di crous	at ten tion	re lieved	dis ap point
will ing ly	suf fi cient	in ju ri ous	ex cel lence
con trib ute	im me di ate	in ves ti gate	res tau rant

Contractions

I'm	aren't	won't	hasn't
we've	didn't	who'd	haven't
don't	hadn't	they're	where's
you'll	doesn't	ma'am	shouldn't

These contractions are often used in conversation and in social correspondence.

17

When the afternoon hour is nearly five, as the lofty steamers' deep-toned bells begin to toll, and their towering funnels pour forth clouds of black smoke, hundreds of people gather along the levee front to see the majestic departure of the vast yet graceful crafts. One after another, with flags and pennants streaming, they back out from the landing, turning their bows upstream, fall away for a few moments before the mighty current of the river one hundred feet deep, then stand still against it, and the next moment spring forward with a peal from their parting guns and down-run of all their flags, and speed away, while the deck-hands, in a crowd about the great foremast, sing defiance to weariness and fate.

— George W. Cable: *The Children's New Orleans* [abridged].

18

FROM ST. LOUIS TO NEW ORLEANS

pi lot	bale	crew	en gine
bus tle	bag gage	jour ney	car goes
ma jes tic	mo las ses	fer til i ty	wharves
gang plank	sug ar cane	stew ard	ma chin er y
com mo tion	mer chan dise	mel o dies	Mis sis sip pi

Write a short account of a trip down the Mississippi, using from memory not fewer than six of the words above.

19

Any early rising New Orleans boy or girl will promise to be good if father or mother will take him or her along when going to market before breakfast. There is always a delightful uproar in these places in the hour of dawn; a bewildering chatter of all the world talking at once, mostly in German and French; calling and hallooing, a pounding of cleavers, a smell of raw meat, of parsley and potatoes, of fish, onions, pineapples, garlic, oranges, shrimps and crabs, of hot loaves, coffee, milk, sausages and curds, a rattling of tins, a whetting of knives, a sawing of bones, a whistling of opera airs, a singing of the folk-songs of Gascony and Italia, a flutter of fowls, mules braying, carts rumbling — it is great fun.

— GEORGE W. CABLE: *The Children's New Orleans* [abridged].

del ta	tur tle	trop ic al	Lou i si an a
lev ee	jet ties	al li ga tor	pine ap ple
ba na na	sponge	lum ber ing	tur pen tine
co coa nut	cli mate	hos pi ta ble	plan ta tions

Imagine that it is December and you are visiting in a southern home. Write home to your father, or some other friend, and describe what you have seen. Use not fewer than six of the words above.

20

Winter came: the wind was his whip;
One choppy finger was on his lip;
He had torn the cataracts from the hills
And they clanked at his girdle like manacles.
His breath was a chain which without a sound
The earth, the air, and the water bound;
He came fiercely driven in his chariot throne
By the tenfold blasts of the arctic zone.

— PERCY BYSSHE SHELLEY: *The Sensitive Plant.*

re quire	de cline	o be di ent	ex cus a ble
con stant	a pol o gy	re luc tant	neg li gence
at ten tion	re proach	res o lute	as sur ance
vig i lance	rep ri mand	de ter mine	im por tance

21

Halloo! A great deal of steam! The pudding was out of the steamer! A smell like a washing day! That was the cloth. A smell like an eating-house and a pastry-cook's next door to each other, with a laundress's next door to that! That was the pudding. In half a minute Mrs. Cratchit entered, flushed, but smiling proudly, with a pudding like a speckled cannon-ball so hard and firm, blazing in brandy, with Christmas holly stuck in the top.

— CHARLES DICKENS: *A Christmas Carol* [abridged].

de mand	self ish	sud den ly	bawl
re sponse	jeal ous	dis ap pear	calves
fre quent	en vi ous	grate ful	gen er al
ven ti la tion	de stroy	rec og ni tion	ad ju tant

22

These are the gardens of the Desert, these
The unshorn fields, boundless and beautiful,
For which the speech of England has no name, —
The Prairies. I behold them for the first,
And my heart swells, while the dilated sight
Takes in the encircling vastness. Lo! they stretch
In airy undulations, far away,
As if the ocean in his gentlest swell,
Stood still, with all his rounded billows fixed,
And motionless forever. — Motionless?
No, — they are all unchained again. The clouds
Sweep over with their shadows and beneath,
The surface rolls and fluctuates, to the eye;
Dark hollows seem to glide along and chase
The sunny ridges.

— WILLIAM CULLEN BRYANT: *The Prairies.*

23

peaks	cañ ons	scen er y	prec i pice
as cent	griz zly	col ored	mag nif i cent
re gion	pla teau	tor rents	in ac cess i ble
bar ren	sum mits	ma jes tic	snow capped

Write a short word picture of the Rocky Mountain Region, using from memory not fewer than eight of the words above (or their derivatives).

DERIVED FROM LATIN NOUNS

cor (*cordis*), heart	*terra*, earth	*civis*, cit i zen
cor dial	in ter	civ ic
cou ra geous	ter ri to ry	ci vil i ty

Pupils should add other words derived from the same roots.

24

herd	heal	grate	tile
cat tle	sore	cheer	man tle
gilt	gifts	throb	stale
frame	se lect	pulse	toast
soil	juice	deer	loan
en rich	bowl	ant lers	friend
tri al	inch es	groan	limp
as say	lin e ar	bur den	lagged
lapse	at las	a void	a wry
mem o ry	con sult	trou ble	clothes
va ry	void	gal lop	nim ble
mo not o ny	in ter est	bounce	mon key

25

floss	faint	gnat	thrust
twist	parch	an noy	sword
ug ly	mow er	wov en	ac tor
frown	scythe	braid ed	ac tress
chink	hired	for eign	dense
glass es	liv er y	ed u cate	growth
ru mor	vil lage	ig no rance	wor thy
ac quaint	var nish	suit a ble	re spect
sim i lar	car riage	oc cu pa tion	se rene
com plete	scent	hun ger	man ner
ma te ri al	car na tions	star va tion	rec i pe
lone some	de cis ion	u ni form	de li cious
oc ca sion al ly	in de pend ent	mail car ri er	mince meat

26

cli mate	cac tus	ar id	sal mon
dis tance	di ver si ty	fish er ies	cur rent
ir ri ga tion	can ner ies	im mense	trop ic al
lum ber ing	hu mid i ty	Cal i for ni a	Yo sem i te

Write about the Pacific states, using from memory not fewer than six of the words above (or their derivatives).

Word Analysis *un-*, not		Word Building	
un fas ten	un con scious	known	a ble
un qual i fied	un par al leled	hap py	e ven

27

As we approached the Cascade Mountains, the scenery grew grander with every mile. The river (Columbia) cuts through the range in a winding cañon, whose sides for a space of four or five miles are from three to four thousand feet high. But the charm of this pass is not so much in the height and grandeur as in the beauty of its walls. They vary in color and angle, and light and shadow, each second, — perpendicular rock fronts, mossy brown; shades of velvety greenness and ledges of glistening red or black stone thrown across great columns fluted as by a chisel; jutting tables of rock carpeted with yellow and brown lichen; turrets standing out with firs growing on them; and towering above all these, peaks and summits wrapped in fleecy clouds. Shining threads of water spun down in the highest places, sometimes falling sheer to the river. Long sky-lines of pines and firs, which we know to be from one hundred to three hundred feet tall, looked in the perspective no more than a mossy border along the wall.

— Helen Hunt Jackson: *Glimpses of Three Coasts* [abridged].

28

From New York to San Francisco

coach	berth	cit ies	steep
wreck	tick et	por ter	de lay
bridge	sights	tres tle	sta tion
puff ing	tun nel	hur ried	rail road
Chi ca go	pas sen ger	lo co mo tive	moun tain

Write a story of a trip across the continent, using from memory not fewer than eight of the words above (or their derivatives).

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle:
All through the meadows, the horses and cattle:
All the sights of the hill and the plain
Fly as thick as driving rain;
And ever again in the wink of an eye,
Painted stations whistle by.

— Robert Louis Stevenson: *From a Railway Carriage.*

Write the names for which these are the abbreviations:

Me.	Md.	Tex.	Ia.	Or.
N. H.	Va.	Mich.	Kan.	Wash.
Vt.	N. C.	Wis.	Neb.	Ariz.
Mass.	S. C.	Ill.	N. Dak.	Mont.
Conn.	Ga.	Ind.	S. Dak.	Id.
R. I.	Fla.	Ky.	N. Mex.	Wyo.
N. Y.	Tenn.	O.	Okla.	Nev.
N. J.	Ala.	W. Va.	Ark.	Ut.
Pa.	Miss.	Minn.	Colo.	D. C.
Del.	La.	Mo.	Cal.	

SIXTH YEAR — SECOND HALF

1

Antwerp, as all the world knows, is full at every turn of old piles of stones, dark and ancient and majestic, standing in crooked courts, jammed against gateways and taverns, rising by the water's edge, with bells ringing above them in the air. There they remain shut in amidst the squalor, the hurry, the crowds, the unloveliness and the commerce of the modern world, and all day long the clouds drift and the birds circle and the winds sigh around them, and beneath the earth at their feet there sleeps — RUBENS.

And the greatness of the mighty master still rests upon Antwerp, and wherever we turn in its narrow streets his glory lies therein so that all things are thereby transfigured. For the city which is the tomb of Rubens still lives to us through him and him alone.

— DE LA RAMÉE: *A Dog of Flanders* [abridged].

dikes	he ro ic	por ce lain	wind mills
Dutch	sand ed	com merce	in dus tri ous
ca nals	clean ly	cou ra geous	pos ses sions
thrift y	Brus sels	East In dies	lace mak ing

Describe the home-coming of the little Hollander who stopped the leak in the dike. Use from memory not fewer than six of the words in the columns above.

syl la ble	la bor	ar dent	pro hib it
e nun ci ate	in ces sant	vi va cious	nui sance
in ter view	pre tense	gen u ine	ro bust
a gree a ble	griev ance	ad mi ra tion	con sti tu tion

2

ca pa ble	bra zen	buoy	de sire
ex treme ly	bur nish	safe ty	an nounce
pre cede	as phalt	chief ly	em i nent
judg ment	pave ment	mod i fies	rec og nize
in teg ri ty	con tent ed	de scrip tion	oc ca sion al ly
rec ti tude	pre ferred	im ag i na tion	ap pro pri ate

3

The torrents of Norway leap down from their mountain homes with plentiful cataracts, and run brief but glorious races to the sea. The streams of England move smoothly through green fields and beside ancient, sleepy towns. The Scotch rivers brawl through the open moorland and flash along steep Highland glens. The rivers of the Alps are born in icy caves, from which they issue forth with furious, turbid waters: but when their anger has been forgotten in the slumber of some blue lake, they flow down softly to see the vineyards of Italy and France, and the gray castles of Germany and the verdant meadows of Holland. The Delaware and the Hudson and the Connecticut are the children of the Adirondacks and the White Mountains, cradled among the forests of spruce and hemlock, playing through a wild woodland youth, gathering strength from numberless tributaries, to bear their great burdens of lumber and to turn the wheels of many mills, issuing from hills to water a thousand farms, and descending at last, beside new cities, to the ancient sea. — HENRY VAN DYKE: *Little Rivers* [abridged].

Pronounce carefully: —

par ent	fam i ly	vi o lin	i de a
hos tile	her o ine	his to ry	li bra ry
thought	de liv er y	laun dry	I tal ian
bi og ra phy	dis cov er y	pa tri ot ic	ap pa ra tus

Consult your dictionary and give diacritical marking for each word. Review lists found on pages 73, 85, and 97.

4

bar on	Co logne	sci en tif ic	mil i ta ry
the a ter	mu se um	mu si cian	Bee tho ven
Dres den	Bis marck	ed u ca tion	cel e bra ted
dis ci pline	cul ti va tion	ca the dral	for ti fi ca tions

Write about Germany, using from memory not fewer than six of the words above (or their derivatives).

"To lay down the pen and even think of that beautiful Rhineland makes one happy. At this time of summer evenings, the cows are trooping down from the hills, lowing, with their bells tinkling, to the old town with its moats, and gates, and spires, and chestnut trees, with long blue shadows stretching over the grass; the sky and the river below flame in crimson and gold, and the moon is already out, looking pale towards the sunset. The sun sinks behind the great castle-crested mountains, the night falls suddenly, the river grows darker and darker, lights quiver in it from the windows of the old ramparts, and twinkle peacefully in the villages under the hills on the opposite shore."

— WILLIAM MAKEPEACE THACKERAY: *Vanity Fair.*

5

a dopt	sure ly	in ter est	a dept
or phan	pre vail	man i fest	fig ures
a dapt	pro cure	un self ish	ex pert
your self	ex er cise	re lin quish	ef fi cient
tend en cy	pru dence	im me di ate	ac count ant
bois ter ous	buoy ant	ac cept a ble	pay a ble
thor ough	ha bit u al ly	res ig na tion	en dorse
a nal y sis	rec on cile	req ui site	prop er ty
as ton ished	an tag o nist	nour ish ment	i den ti fy
sim pli fied	a byss	stor age	cer tif i cate
ex pla na tion	bot tom less	can ta loupe	de lin quᵉ

6

pelt	pulp	text	prey
fleece	quince	pas tor	scar ci ty
crash	joy ful	de fine	clum sy
crock er y	tid ings	dif fi cult	awk ward
tim ber	ge ni al	proof	groped
char coal	lov a ble	so lu tion	dark ness
scant y	mag net	sub urb	fig ure
pat tern	com pass	im prove	slen der
par a sol	dis miss	shin gle	cor rect ed
hand some	ig no rant	car pen ter	in so lence
bound a ry	crude	prun ing	e con o my
im ag i na ry	ma te ri al	vine yard	pru dence

7

loi ter	cease	i tem	pet ty
lin ger	pranks	in sert	vex a tious
wreck	la zi ly	te nac i ty	speak er
de tain	saun ter	pur pose	in ter rupt
de part	pledge	no ti fy	pub lish
prompt ly	re deem	ap point	pam phlet
re marks	in quir y	de pos its	fix ture
chair man	as ton ish	min er al	plumb er
grouped	beck on	stum ble	ab sence
clus tered	sum mon	ac ci dent al	a void a ble
re lied	meth od	tai lor	as pired
judg ment	sys tem at ic	broad cloth	gov ern or

8

Ye sons of France, awake to glory!
Hark, hark! what myriads bid you rise!
Your children, wives, and grandsires hoary.

— *The Marseillaise.*

Seine	ar tis tic	Mill et	Pa ris ians
op e ra	châ teau	fash ions	Ver sailles
po lite	peas ants	brill iant	re fine ment
Lou vre	lan guage	gal ler ies	com mer cial
ex ports	Na po le on	el e gance	ar chi tec ture

Imagine you have just spent two weeks in Paris. Write a letter home describing what you have seen, using not fewer than eight of the words above (or their derivatives).

Word Analysis *dis-*, not		Word Building	
dis o bey	dis cov er	a gree	ap prove
dis ap pear	dis be lieve	cred it	com fort

9

Mont Blanc is the monarch of mountains;
They crowned him long ago
On a throne of rocks, in a robe of clouds,
With a diadem of snow.

— Lord Byron: *Manfred.*

height	Al pine	gla cier	skill ful
tour ist	tor rent	cat a ract	sum mit
Schil ler	Sim plon	de cliv i ty	Lu cerne
al ti tude	gran deur	in ac cess i ble	re pub lic
pre cip i tous	moun tain ous	St. Gott hard	im pass a ble

Describe a trip through Switzerland or tell the story of a St. Bernard dog. Use from memory not fewer than six of the words above (or their derivatives).

10

apt	mane	e lect	ca ble
phrase	shag gy	gov ern	strand
swear	tax es	stin gy	hale
fi del i ty	pub lic	ha tred	heart y
pis til	be ware	shield	sul try
pet als	swin dle	tar nish	de press
pol len	quar ter	pal ate	shrank
sta men	sec tion	a pri cot	flan nel
gob let	taste	tri fle	a mend
tum bler	re fined	be stow	ac tion
shrink	tart	al cove	cen tral
no to ri e ty	rasp ber ry	ad join	ex change

11

tact	suit	claim	flare
read y	tat ters	ad mit	torch
crisp	stray	tas sel	ar row
sal ad	halt er	silk en	tar get
prime	badge	ad age	re pent
fac tor	med al	fa mil iar	lei sure
in trude	fil ter	blanch	fault
af flict	pu ri fy	al monds	con fess
pa rade	eighth	em pha size	mor tar
mar shal	eight i eth	im por tant	trow el
hin der	can dor	o be di ence	bowl ing
prog ress	frank ness	com pul so ry	pas time

12

sun ny	bro cade	sparse ly	ig no rance
rais ins	al monds	Al ham bra	im prov i dent
mo sa ic	Gi bral tar	im preg na ble	Med i ter ra ne an

Imagine that you are one of the sailors who embarked with Columbus in 1492; or that to-day you are in a British warship stationed at Gibraltar. Describe the scene about you, using from memory not fewer than eight of the words above.

It is not easy for me to say how I know so much, as I certainly do, about my castles in Spain. The sun always shines upon them. They stand lofty and fair in a luminous golden atmosphere, a little hazy and dreamy, perhaps, like the Indian summer, but in which no gales blow, and there are no tempests. All the lofty mountains, and beautiful valleys, and soft landscapes, that I have not yet seen, are to be found in the grounds. They command a noble view of the Alps — so fine, indeed, that I should be quite content with the prospect of them from the highest tower of my castle, and not care to go to Switzerland. — GEORGE WILLIAM CURTIS: *Prue and I.*

13

DERIVED FROM LATIN NOUNS

corpus (*corporis*), body	*lex* (*legis*), law	*annus*, year
cor pu lent	le gal	an nu al
in cor po rate	le git i mate	per en ni al

Pupils should add other words derived from the same roots.

judge	sight	re gret	foe
im par tial	van ish	ex press	al ly
ac cu rate	ap plied	prom i nent	in ci dent
ob ser va tion	vig or ous ly	de scend ants	sur round

14

a re na	I tal ian	steer age	pal a ces
ol ives	his tor ic	Flor ence	sculpt ures
Ven ice	gon do la	Pan the on	pa tri ot ism
lem ons	Vat i can	pen in su la	em i gra tion
mac a ro ni	Ra pha el	ca the drals	Med i ter ra ne an
Col i se um	gran deur	nat u ral ized	Mi cha el An ge lo

Write a letter to a friend describing a month's trip which you have just taken through Italy, using from memory not fewer than eight of the words above.

di et	ti dy	frieze	juic es
pre scribe	or der	sten cil	ex tract
tu i tion	o dor	con cave	height
in crease	must y	con vex	chim ney
suf fice	wit ness	di verge	ar mies
pres ent	sum mon	con verge	re cruit
wrench	ex am ple	coarse	in va lid
vi o lence	typ i cal	text ure	re lapse
log i cal	lat i tude	cop ied	ob struct
ar gu ment	lon gi tude	o rig i nal	pas sage
quot ed	ven er a ble	cur rent	ter ri ble
au thor i ty	nat u ral ly	e lec tric i ty	sus pense
dis mis sal	de light ful	in fant ry	prep a ra tion
pre ferred	ex pres sion	bat tal ion	mo not o nous
se ver i ty	sub mit	en gine	in den ta tion
ac cli mate	ac cept ance	sta tion a ry	con ven ience
nec es sa ry	prop o si tion	per ma nent	par a graph

15

en try	lo cal	skim	sad dle
di a ry	a gen cy	light ly	stir rup
plod	un eas y	drench	scheme
wea ry	crown	re cent	a dop tion
warmth	us age	prat tle	com mit
per spire	cus tom	nurs er y	blun der
op er ate	ter ri ble	ter ror	gos sip
sur geon	thun der	ter ri er	re prove
hud dle	vic to ry	re sist	quench
trem ble	splen did	temp ta tion	smoth er

16

When Antonio Canova was a child he was a servant in a great count's household. One day while a great feast was in preparation, the marble centerpiece for the table was accidentally broken. The little boy, who was skillful at carving, offered to make another one. Soon he had molded from a huge cake of butter a crouching lion. So marked was his success that all the guests were delighted and the host most of all. The count, who was generous and liberal-hearted, gave Canova his education. Later the little boy became one of the most famous sculptors of Italy.

con tin ue	ac tu al	dis trict	rap id ly
di min ish	priv i lege	cir cu late	re spond
grad u al ly	rep re sent	dil i gent ly	re tained
a pol o gized	di a logue	ex plained	ev i dence
con tra dict	al ter nate	ex pla na tion	ac cus tom
vow el	suf fi cient	pro nounced	re gret ted
con so nant	ven ti la tion	pro nun ci a tion	in do lence

17

Who cometh over the hills,
  Her garments with morning sweet,
The dance of a thousand rills
  Making music before her feet?
Her presence freshens the air;
  Sunshine steals light from her face;
The leaden footstep of Care
  Leaps to the tune of her pace.
Fairness of all that is fair,
  Grace at the heart of all grace,
Sweetener of hut and of hall,
  Bringer of life out of naught,
Freedom, oh, fairest of all
  The daughters of Time and Thought.

— James Russell Lowell: *Ode on the 19th of April*

18

The Study of a Book

type	e di tion	fic tion	book sel ler
ti tle	mar gin	chap ters	dic tion a ry
prose	li bra ry	mo roc co	man u script
val ue	vol ume	con tents	book plate
in dex	pref ace	stand ard	fron tis piece
dra ma	sci ence	pub lish er	il lus tra tions
po et ry	con sult	cop y right	in tro duc tion
au thor	ap pen dix	bi og ra phy	en cy clo pe di a

Describe a private or a public library that you have visited, using from memory not fewer than eight of the words above.

Make a list, as for an index, of twenty-five authors quoted in this book.

19

faith	e vil	brid al	cel lar
in spire	a void	be troth al	ex ca vate
pres ence	ap pear ance	scant y	a pol o gy
of fend ed	plen ti ful	al low ance	o mit ted
ap peased	boun te ous	pri vate	mag ni fy
lus cious	ful filled	in ter fere	prej u dice
vine yard	ob li ga tions	man age ment	un con scious

WORD ANALYSIS

-ent, one who, that which

res i dent	ap par ent	re cip i ent
de pend ent	ex cel lent	prov i dent

20

I on ic	lau rel	an cient	A crop o lis
val or	or a cle	Gre cian	Co rin thi an
Dor ic	vic tor	sym me try	ex ca va tion
myth	col umn	per fec tion	in scrip tion

Write a description of Athens as you think it looked in olden times. Use from memory not fewer than six of the words above.

O Jupiter and all ye deities,
Vouchsafe that this, my son, may yet become
Among the Trojans eminent like me,
And nobly rule in Ilium. May they say,
"This man is greater than his father was!"

— HOMER: Hector's Prayer in *The Iliad.*

21

SOUTH BERWICK, MAINE,
March 21, 1902.

MY DEAR CHILDREN OF THE GRAMMAR SCHOOLS:

One of your teachers has written me that you have read my story of *Sylvia and the White Heron* and have liked it. You could not know how much pleasure this news gives me if I did not write to tell you and send you my kindest thanks and wishes.

I should like very much to know what each of you liked best in the story, and if you think that Sylvia would always be glad because she had been the heron's friend. You see that the best thing in the world is to be self-forgetful; all sorts of true pleasures will come to our own hearts and to other hearts besides, and Sylvia was self-forgetful when she thought first of the wild bird.

I wish that I knew how many of you can tell the different kinds of birds that live near you and how many you know by sight or by their songs. Even if you live in a large city you must have many birds for neighbors, and I hope that you think of them in hard winter weather. Most of us know something very interesting about the birds that live in the trees about our houses, and some of us have seen very strange and surprising new birds when we have been away from home. Perhaps you will each write a letter to tell these things.

Believe me always,
Yours affectionately,
SARAH ORNE JEWETT.

By permission of the author.

Write this letter from dictation. Answer it.

a sy lum	stamped	brogue	sing ing
de pend ent	in del i ble	di a lect	singe ing
a bil i ty	i den ti fy	for mal ly	ha bit u al
ex ec u tive	in fal li ble	pre sen ted	char i ta ble
ex hib it ed	judg ment	cre den tials	phil an thro py

22

In the city lived Martin Avdyeitch, a shoemaker. He lived in a basement, in a little room with one window. Through the window he used to watch the people passing by; although only their feet could be seen, yet by the boots Martin Avdyeitch recognized their owners. Few pairs of boots in this district had not been in his hands several times. Some he would half-sole, some he would patch, some he would stitch around, and occasionally he would also put on new uppers. And through the window he quite often recognized his work. Avdyeitch had plenty to do, because he was a faithful workman, used good material, did not make exorbitant charges, and kept his word. If he could finish an order by a certain time, he accepted it; if not, he did not deceive you—he told you so beforehand. And all knew Avdyeitch, and he was never out of work.

—Lyoff Tolstoi: *Where Love Is* [abridged].

Russia

czar	serf	de feat	se cret
steppes	des pot	Si be ri a	Tol stoi
fron tier	do min ion	ab so lute	lim it ed
mon arch y	op pres sion	mag ni tude	im pe ri al
con spir a cy	as sas sin ate	ac com plice	e man ci pa ted

The old shoemaker, seeing that your shoes are made in America, invites you to take a seat in his shop and talks to you of Russia. Write his description of it, using from memory not fewer than eight of the words above.

an noy	poi son	strug gle	fort u nate
eas i ly	ar sen ic	ex ist ence	es pe cial ly
se ries	va ri e ty	il lus trate	in flu ence
se ri ous	fea tures	im por tant	suf fi cient

23

re fer	rinse	re gret	to tal
le gal	ad here	of fense	re mit
be quest	cleanse	re hearse	as sume
bul wark	dis solve	vig or ous	re ject
ram part	a cute	fre quent	ab surd
de tached	rem e dy	ex tri cate	ver ti cal
frag ment	drug gist	awk ward	hor i zon tal

lav ish	vir tue	a lert	ax is
lux u ry	can did	cash ier	or bit
a bol ish	suc cess	in ju ri ous	ro tate
threat en	en vi ous	im pos si ble	cir cuit
grate ful	rus tle	ex haus tion	re volve
ap pre ci ate	au di ble	o ver heat ed	mis take
ad van tage	dis tin guish	tem per a ture	ob vi ous

But Europe held forth all the charms of storied and poetical association. There were to be seen the masterpieces of art, the refinements of highly cultured society, the quaint peculiarity of ancient and local custom. My native country was full of youthful promise; Europe was rich in the accumulated treasures of age. Her very ruins told the history of times gone by, and every moldering stone was a chronicle. I longed to wander o'er the scenes of renowned achievement, — to tread, as it were, in the footsteps of antiquity; to loiter about the ruined castle; to meditate on the falling tower, — to escape, in short, from the commonplace realities of the present, and lose myself among the shadowy grandeurs of the past.

— Washington Irving: *The Sketch Book.*

24

Song: On May Morning

Now the bright morning star, day's harbinger,
Comes dancing from the east, and leads with her
The flowery May, who from her green lap throws
The yellow cowslip, and the pale primrose.
Hail, bounteous May, that doth inspire
Mirth and youth and warm desire!
Woods and groves are of thy dressing,
Hill and dale doth boast thy blessing,
Thus we salute thee with our early song,
And welcome thee, and wish thee long.

— John Milton.

Words used in Grammar

an a lyze	in tro duce	pred i cate	clause
sen tence	tran si tive	prin ci pal	rel a tive
ad jec tive	con junc tion	pos sess ive	ad ver bi al
gram mar	com ple ment	state ment	de clar a tive
at trib u tive	sub or di nate	in com plete	prep o si tion
in de pend ent	in ter rog a tive	ex clam a to ry	in ter jec tion

Oh, the strawberry days! how vividly they come back to me! The smell of the clover in the fields, of blooming rye on the hills, of the wild grape beside the woods, and of the sweet honeysuckle above the house. The first hot, moist days. The daisies and the buttercups; the songs of the birds, their first reckless jollity and lovemaking over; the full tender foliage of the trees; the bees swarming, and the air strung with resonant musical chords; the time of the sweetest and most succulent grass. Indeed, the strawberry belongs to the juiciest time of the year.

— John Burroughs: *The Strawberry* [abridged].

25

WORDS REQUIRING SPECIAL DRILL

a dopt	eighth	re ceive	us ing
a dapt	com ing	sing ing	dur ing
pro ceed	rai sins	singe ing	prom ise
re hearse	busi ness	rec og nize	sep a rate
gen u ine	oc ca sion	sta tion a ry	priv i lege
grate ful	in ter rupt	de scrip tion	in ces sant
por ce lain	griev ance	ap pro pri ate	judg ment
all right[1]	im pos si ble	dis ap point	as sist ance

ig no rance pos ses sions pro nounced

ap pear ance man age ment pro nun ci a tion

Wednes day Med i ter ra ne an

Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he;
Full well the busy whisper circling round,
Conveyed the dismal tidings when he frowned.
Yet he was kind, or, if severe in aught,
The love he bore to learning was in fault;
The village all declared how much he knew —
'Twas certain he could write and cipher too;
Lands he could measure, terms and tides presage,
And even the story ran that he could gauge;
In arguing, too, the parson owned his skill,
For even though vanquished, he could argue still;
While words of learned length and thundering sound
Amazed the gazing rustics ranged around,
And still they gazed, and still the wonder grew
That one small head could carry all he knew.

— OLIVER GOLDSMITH: *The Deserted Village.*

[1] Two words.

SEVENTH YEAR — FIRST HALF

1

Chivalry

cas tle

knight

feud al

haz ard

cour age

her o ism

cham pi on

ad ven ture

gen tle man

hos pi tal i ty

val or

hon or

pu ri ty

re nown

no bil i ty

gal lant ry

daunt less

pro tec tion

gen er os i ty

mag na nim i ty

My strength is as the strength of ten
Because my heart is pure.

— Alfred Tennyson: *Galahad.*

The idea of chivalry is the basis of the social life of modern times. How vital and fundamental it is may be inferred from the large number of words that it has given to our common speech. A whole family of words cluster about this parent word *chivalry*, and you will be interested in tracing their relationship in your dictionary.

Note: Read the Preface and the Suggestions to Teachers.

2

Early on the morning of the 23d of August, 1877, a doe was feeding on Basin Mountain. The night had been warm and showery, and the morning opened in an undecided way. The sole companion of the doe was her only child, a charming little fawn, whose brown coat was just beginning to be mottled with the beautiful spots which make this young creature as lovely as a gazelle. The doe was daintily cropping the tender leaves of the young shoots, and turning from time to time to regard her offspring. The fawn lay curled up on a bed of moss, watching contentedly, with his large, soft, brown eyes, every movement of his mother. It was a pretty picture, — maternal love on the one part and happy trust on the other.

— CHARLES DUDLEY WARNER: *A Hunting of the Deer* [abridged].

3

INDIA

fab rics	ba zaar	bar racks	ab lu tion
squa lor	Cal cut ta	gov ern or	Bud dhist
prej u dice	un san i ta ry	prim i tive	mis sion a ry
Him a la ya	lux u ri ant ly	Mo ham me dan	in sur rec tion

You gave some peanuts to an elephant at the circus. Re-tell the story which he told you of his home in India, using from memory not fewer than six of the words above.

Now this is the Law of the Jungle — as old
and as true as the sky;
And the wolf that shall keep it may prosper,
but the wolf that shall break it must die.
As the creeper that girdles the tree-trunk the
law runneth forward and back —
For the strength of the Pack is the Wolf,
and the strength of the Wolf is the Pack.

— RUDYARD KIPLING: *The Law of the Jungle.*

4

re veal	af fect	truce	be wail
lim i ta tion	e mo tions	ar mis tice	be reaved
ca pac i ty	ef fect	el i gi ble	pre vi ous
un u su al	en trance	po si tion	in ten tion
ma son ry	par tic i pate	leg i ble	res o lu tion
res er voir	en thu si asm	sig na ture	en deav ored
re mark a ble	res i dence	hin drance	ex pres sion
con cen tra tion	ac quaint ance	en cum brance	spon ta ne ous

5

Toward the end of September, when school time was drawing near and the nights were already black, we would begin to sally from our respective villas, each equipped with a tin bull's-eye lantern. We wore them buckled to the waist upon a cricket belt and over them a buttoned top-coat. They smelled noisomely of blistered tin; they never burned aright, though they would always burn our fingers. Yet a boy with a bull's-eye under his top-coat asked for nothing more. When two met, there would be an anxious "Have you got your lantern?" and a gratified "Yes!" It was the rule to keep our glory contained. None could recognize a lantern bearer, unless by the smell. Four or five would sometimes climb into the hull of an old fishing smack. Then the coats would be unbuttoned and the bull's-eye discovered; and in the checkering glimmer under the huge woody hall of night, and cheered by a rich steam of toasting tinware, these fortunate young gentlemen would crouch together in the cold and delight themselves with idle talk. But the essence of this bliss was to walk by yourself in the black night, the slide shut, the top-coat buttoned, not a ray escaping, a mere pillar of darkness in the dark, and all the while to know you had a bull's-eye at your belt, and to exult and sing over the knowledge.

— Robert Louis Stevenson: *The Lantern Bearers* [abridged].

6

im i tate	at om	rea son	or a tor
o rig i nal	par ti cle	in stinct	fas ci nate
in ti mate	ap prov al	un known	lo cal i ty
knowl edge	con science	ex ist ence	ad ja cent
per ceive	cer tain ly	vol un ta ri ly	de sir a ble
un u su al	fa tigu ing	ac knowl edge	in for ma tion
in tel li gence	per form ance	in debt ed ness	com mu ni cate

cher ish	de fied	a bil i ty	in dus try
an i mos i ty	op po si tion	or gan ize	com mend
re strain	mu ti late	re sent ed	man u al
sym pa thy	sou ve nir	crit i cism	dex ter i ty
a mi a ble	ap pealed	se cure	max i mum
dis po si tion	pa tri ot ic	com pe tent	as pi ra tions
ex er cis es	au to mat ic	cem e ter y	min i mum
ded i ca tion	move ments	rev er ent ly	re quire ments

7

The schoolhouse was a low building of one large room rudely constructed of logs; the windows partly glazed and partly patched with leaves of old copy books. It stood in a rather lonely but pleasant situation, just at the foot of a woody hill, with a brook running close by, and a formidable birch tree growing at one end of it. The low murmur of the pupils' voices conning over their lessons, might be heard of a drowsy summer's day, like the hum of a beehive; interrupted now and then by the authoritative voice of the master in the tone of menace or command or, peradventure, by the appalling sound of the birch as he urged some tardy loiterer along the flowery path of knowledge.

— Washington Irving: *The Legend of Sleepy Hollow* [adapted].

8

When my cousin and I took our porridge of a morning, we had a device to enliven the course of the meal. He ate his with sugar and explained it to be a country continually buried under snow. I took mine with milk, and explained it to be a country suffering gradual inundation. You can imagine us exchanging bulletins; how here was an island still unsubmerged, here a valley not yet covered with snow; what inventions were made; how his population lived in cabins on perches and traveled on stilts; and how mine was always in boats.

— Robert Louis Stevenson: *Child's Play* [abridged].

Derived from the Latin

urbs, cit y	*vita*, life	*verto* (*versum*), turn
ur ban	vi tal	in vert
sub ur ban	vi tal ize	re vert
in ter ur ban	vi tal i ty	con vert

9

He who wishes the good of others, has already secured his own.

Our greatest glory is not in never falling, but in rising every time we fall. — Confucius.

China

i dol	jug gle	al lu vi al	gun pow der
fer tile	cu ri ous	ce les tial	al mond eyed
in laid	ac ro bat	an ces tors	a chieve ments
re spect	teem ing	o bei sance	"closed door"
bam boo	pop u lous	in ven tion	su per sti tion

Confucius said, "Walk in trodden paths." In a paragraph tell in what ways he would be surprised could he see his land to-day. Use from memory not fewer than eight of the words above.

10

JAPAN

i vo ry	pot ter y	ar tis tic	pros per i ty
To ki o	cos tume	ver sa tile	in tel li gent
clev er	ver dure	stu dents	san dal wood
sa cred	O ri en tal	dec o ra ted	com plex ion
u nique	ad vanced	cour te ous	pro gres sive
Jap an ese	ed u ca ted	pic tur esque	punc til i ous

Write an interesting paragraph, using from memory not fewer than eight of the words above (or their derivatives).

Writ in pale ink
Across the gray scroll of the clouded sky,
A message from the South Land to the North,
I see the wild geese fly.

— KUNIMOTO (Arnold's translation).

11

The apple is the commonest and yet the most varied and beautiful of fruits. A dish of them is as becoming to the center table in winter as was a vase of flowers in summer — a bouquet of spitzenbergs and greenings and northern spies. A rose when it blooms, the apple is a rose when it ripens. It pleases every sense to which it can be addressed, the touch, the smell, the sight, the taste; and when it falls in the still October days it pleases the ear. It is a call to a banquet; it is a signal that the feast is ready. The bough would fain hold it, but it can now assert its independence; it can now live a life of its own. — JOHN BURROUGHS: *Winter Sunshine.*

dy ing	dye ing	peace a ble	no tice a ble
ly ing	shoe ing	change a ble	cour a geous
ty ing	singe ing	man age a ble	ad van ta geous

See Spelling Rules on page xiv.

12

EGYPT

sheik	tab let	pyr a mids	res er voir
Cai ro	ob e lisk	en graved	in un da tion
re pose	car a van	E gyp tian	gov ern ment
sphinx	Khe dive	de pend ent	Med i ter ra ne an

Describe an imaginary trip up the Nile, using from memory not fewer than eight of the words above.

The Sphinx is drowsy,
  Her wings are furled:
Her ear is heavy,
  She broods on the world.
"Who'll tell me my secret,
  The ages have kept?"

— RALPH WALDO EMERSON: *The Sphinx.*

13

DERIVATION FROM LATIN NOUNS

vox (*vocis*), voice	*veritas* (*veritatis*), truth	*lux* (*lucis*), light
vo cal ist	ve rac i ty	lu cid
vo cab u la ry	ver i fi ca tion	trans lu cent

Pupils should add other words derived from the same roots.

Pronounce carefully: —

re al ly	from	wa ter	es cape
li bra ry	draught	the a ter	per haps
fore head	to wards	sug gest	Tues day
sec re ta ry	sud den ly	per form	sur prise
hand ker chief	ex traor di na ry	con sid er a ble	ge og ra phy

Consult your dictionary and give diacritical marking for each word. Review lists found on pages 73, 85, 97, and 112.

14

haul	noon	yeast	tax es
lug gage	me rid i an	fer ment	as sess
er ror	ab ject	health	syr up
con vince	pov er ty	con duce	clar i fy
yearn	a cid i ty	cus tom	lin e al
hun ger	vin e gar	con form	de scent
rar i ty	in stall	trou sers	mor bid
den si ty	pas tor	ap par el	san guine
ex plic it	in still	a gil i ty	im pede
di rec tions	prin ci ples	nim ble	prog ress
im plic it	re formed	at ti tude	a ban don
o be di ence	a mend ment	com pla cent	re lin quish

15

loam	vague	surge	ze nith
fer ti lize	rec ol lect	roar ing	ho ri zon
al lude	en twine	o pin ions	freight
speech	en cir cle	co in cide	weight
pro noun	mis sive	stud ied	ear nest
lan guage	im por tant	com pos ure	as pir ant
sen ti nel	dic ta ted	nar rate	tin gle
safe guard	in struc tion	oc cur rence	sen sa tion
ves ti bule	al lay	serge	i tal i cize

com mo di ous	in flam ma tion	serv ice a ble
ex cla ma tion	scrip tures	state ment
in ter ro ga tion	com mand ment	con tra dic tion
ev i dence	con clu sive	a pos tro phe

16

This royal throne of kings, this sceptered isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise;
This fortress built by Nature for herself
Against infection and the hand of war;
This happy breed of men, this little world,
This precious stone set in the silver sea,
Which serves it in the office of a wall,
Or as a moat defensive to a house,
Against the envy of less happier lands:
This blessed plot, this earth, this realm, this England.

— WILLIAM SHAKESPEARE: *Richard II.*

THE BRITISH EMPIRE

ru ral	Brit ain	do min ion	cor o na tion
ab bey	cut ler y	mon arch y	par li a ment
fa mous	tex tiles	Glad stone	u ni ver si ties
Thames	Vic to ri a	E liz a beth	Shakes peare
im ports	col o nies	in dus tries	West min ster
ship ping	Cam bridge	Can ter bur y	man u fac to ries

Imagine you are spending the summer in England. Write a letter home, using from memory not fewer than eight of the words above.

WORD ANALYSIS		WORD BUILDING	
fear less	fear ful	harm	use
care less	care ful	hope	help
thought less	thought ful	thank	grace

Add *less* and *ful* to the words in the last two columns.

17

Earth proudly wears the Parthenon,
As the best gem upon her zone,
And Morning opes with haste her lids
To gaze upon the Pyramids;
O'er England's abbeys bends the sky,
As on its friends with kindred eye;
For out of thought's interior sphere
These wonders rose to upper air,
And nature gladly gave them place
Amongst the glories of her race,
And granted them an equal date
With Andes and with Ararat.

— Ralph Waldo Emerson: *The Problem.*

The Daily Paper

dai ly	press	type	haste
i tems	de liv er y	lo cal	gal ler y
pay ing	ma chine	shears	re port er
as so ci a ted	de spatch	dis trib ute	ed i to ri al
man u script	ad ver tise ment	sub scrib er	com pos i tor

Write an interesting paragraph suggested by the words above, using from memory not fewer than eight of them.

18

vote	goal	scold	ac quit
pledge	race	tease	sus pect
fu tile	brief	al lot	stol en
at tack	snatch	fa vors	jew el ry
pain	ward	top ic	ab sorb
wince	guard i an	dis cuss	blot ter
ton ic	hatch	scent	praise
in vig or ate	in cu ba tor	jas mine	be grudge

19

The pine stands compact like one of its own cones, slightly curved on its sides; and instead of being wild in its expression, forms the softest of all forest scenery, for other trees show their trunks and boughs; but the pine, growing either in luxuriant mass or in happy isolation, allows no bough to be seen.

— JOHN RUSKIN: *Modern Painters.*

stead y	a void	ex cept	al ter
rou tine	rid i cule	false hood	o pin ion
ex qui site	planned	ac cept ed	hu mane
fra grance	ac cu ra cy	res ig na tion	con demn
beau ti ful	in tense ly	de served	im ag i na tion
ex treme ly	in ter est ed	com pli ment	de vel op ment

20

IN THE LIVING-ROOM

couch	di van	pi a no	guests
hearth	bronze	cor dial	lei sure
vis it or	blaz ing	leath er	wel come
por ti ère	pol ished	O ri en tal	a gree a ble
hos pi tal i ty	har mo ni ous	and i rons	or na ments
cen ter-ta ble	can dle-stick	re cep tion	up hol stered

A new candle was placed in the candlestick. Give its impressions of the room, using not fewer than eight of the words above.

Now when Sir Philip Sidney was being carried off the battle-field of Zütphen, with a fearful wound in his thigh, he became very thirsty and begged for water. As the cup was handed him, a dying soldier who lay near by cast upon it a look of great longing. This Sidney observed; refusing the cup, he ordered that it should be handed to the soldier, saying, "His necessity is greater than mine."

21

blunt	Scotch	di a lect	in teg ri ty
plaid	rug ged	Mel rose	char ac ter
traits	shrewd	bar gain	ob sti nate
loy al	pru dent	heath er	high lands
fru gal	shep herd	Glas gow	Ed in burgh

Write an interesting paragraph about Scotland, using from memory not fewer than eight of the words above (or their derivatives).

The summer dawn's reflected hue
To purple changed Loch Katrine blue;
Mildly and soft the western breeze
Just kiss'd the lake, just stirr'd the trees.

—WALTER SCOTT: *The Lady of the Lake.*

22

"A merry Christmas, Bob!" said Scrooge, with an earnestness that could not be mistaken as he slapped him on the back. "A merrier Christmas, Bob, my good fellow, than I have given you for many a year. I'll raise your salary, and endeavor to assist your struggling family, and we will discuss your affairs this very afternoon. Make up the fires and buy another coal scuttle before you dot another i, Bob Cratchit!"—CHARLES DICKENS: *A Christmas Carol.*

WORD ANALYSIS

per-, through	*ex-*, out	*inter-*, between
per vade	ex hale	in ter est
per ceive	ex pand	in ter cede

pleas ures	boss	ex ceed	flu ent ly
an tic i pate	boy cott	priv i lege	ad dressed
va ri ous	tol er a ted	req ui site	an noyed
ac com plish	dis cour te sy	com pen sa tion	con sid er a bly

23

peat	Celt ic	pov er ty	in dus try
lin en	ten ant	em er ald	pa tri ot ic
po et ic	vil lage	thatched	im ag i na tive
hu mor	mel o dy	sham rock	pic tur esque

Describe the home of the Minstrel Boy on the night before he went to the war, using from memory not fewer than eight of the above words.

The Minstrel-boy to the war has gone,
In the ranks of death you'll find him;
His father's sword he has girded on
And his wild harp slung behind him.
"Land of song!" said the warrior-bard,
"Though all the world betray thee,
One sword, at least, thy rights shall guard,
One faithful harp shall praise thee!"

— THOMAS MOORE: *The Minstrel Boy.*

24

dear	too	their	hoe
un til	tired	balk y	ached
which	po lite	let tuce	e ven ing
re lieve	com ing	trou ble	cab bage
po ta toes	as ton ish	con duct	lone some
ir ri tate	pos si ble	re ceived	ap pre ci ate
Wednes day	blis tered	cred it a ble	en ter tain
im ple ments	o be di ence	mo not o nous	dis a gree a ble

The words above were misspelled by a lazy boy named Henry, in a letter to his father, who had sent him to the country to live with his uncle during the vacation. Write the letter you think Henry wrote (spelling the words correctly) and the letter his father sent him in reply.

25

Common Abbreviations

Col.	colonel	*oz.*	ounce
P.S.	postscript	*Cr.*	creditor
Lieut.	lieutenant	*Gen.*	General
cwt.	hundred weight	*Dr.*	debtor, doctor
C.O.D.	collect on delivery	*Supt.*	superintendent

Derived from Latin Verbs

pono (*positum*), place	*scribo* (*scriptum*), write
re pose	de scribe
com pose	sub scribe
in ter pose	in scrip tion

frango (*fractum*), break	*mitto* (*missum*), send
frag ile	per mit
fract ure	mis sion
frag ment	ad mis sion

Turning toward the hearth, Marner seated himself on his fireside chair, and was stooping to push his logs together when, to his blurred vision, it appeared as if there were gold upon the floor in front of the hearth. Gold! — his own gold — brought back to him as mysteriously as it had been taken away! He felt his heart begin to beat violently. The heap of gold seemed to glow and get larger beneath his agitated gaze. He leaned forward at last, and stretched forth his hand; but instead of hard coin with the familiar resisting outline, his fingers encountered soft warm curls. In utter amazement, Silas fell on his knees and bent his head low to examine the marvel: it was a sleeping child — a round, fair thing, with soft yellow rings all over its head.

— George Eliot: *Silas Marner* [abridged].

WORDS REQUIRING SPECIAL DRILL

la ter	all right[1]	a dopt	com ing
lat ter	al though	a dapt	get ting
burst	thor ough	cer tain	u su al ly
o pin ion	through	o bliged	pos si ble
man age	busi ness	dropped	scarce ly
man ag ing	sud den ly	nec es sa ry	
man age ment	gov ern ment	in dus try	
	sur prise	be gin ning	
ex ceed	pur suit	be lieve	re fer
suc ceed	per suade	re ceive	re ferred
pro ceed	priv i lege	prob a bly	re fer ring
pre cede	o be di ent	judg ment	sep a rate
ad mit ted	cor dial ly	ben e fit	rec og nize
a gree a ble	sin cere ly	ben e fit ed	es pe cial ly
dis ap pear	re spect ful ly	ben e fit ing	im me di ate
dis ap point	rec om mend	im prove ment	
oc ca sion al	in de pend ence	ex traor di na ry	
whole some	in tro duc ing		

[1] Two words.

27

There were various other samples of his handicraft besides dolls in Caleb Plummer's room. There were Noah's Arks in which the birds and the beasts were an uncommonly tight fit, I assure you; though they could be crammed in, anyhow, at the roof, and rattled and shaken into the smallest compass. There were scores of melancholy little carts which, when the wheels went round, performed most doleful music. There were many small fiddles, drums, and other instruments of torture. There were beasts of all sorts — horses, in particular, of every breed, from the spotted barrel on four pegs, with a small tippet for a mane, to the thoroughbred rocker on its highest mettle. — CHARLES DICKENS: *The Cricket on the Hearth.*

WORDS REQUIRING SPECIAL DRILL

28

tru ly	there	ac cept	suite
sure ly	please	ex cept	dy ing
height	cel er y	ex pect	dye ing
strength	sal a ry	begged	stirred
weath er	won der	sup pose	fa mil iar
wheth er	wan der	gram mar	stoop ing
char ac ter	straight	ne ces si ty	stop ping
em bar rass	con science	im me di ate	de sir a ble

29

Men said that the old smith was foolishly careful, as he wrought on the great chain he was making in his dingy shop in the heart of the great city. But he heeded not their words, and only wrought with greater painstaking. Link after link he fashioned and welded and finished, and at last the great chain was completed.

Years passed. One night there was a terrible storm, and a ship was in sore peril of being dashed on the rocks. Anchor after anchor was dropped but none of them held. The cables were broken like threads. At last the mighty sheet anchor was cast into the sea, and the old chain quickly uncoiled and ran out till it grew taut. All watched to see if it would bear the awful strain. It sang in the wild storm as the vessel's weight surged upon it. It was a moment of intense anxiety. The ship with its cargo of a thousand lives depended upon this one chain. What now if the old smith had wrought carelessly even one link of his chain! But he had put honesty and truth and invincible strength into every part of it; and it stood the test, holding the ship in safety until the storm was over. — ANONYMOUS.

SEVENTH YEAR — SECOND HALF

1

"We sail westward this day which is our course." — COLUMBUS.

faith	pas sage	nav i ga tor	per sist ent
em bark	ad mi ral	haz ard ous	in sur rec tion
sub lime	per il ous	pat ron age	su per sti tious
ex panse	in trep id	com mand ing	con ster na tion

Read the stanza by Joaquin Miller on page 97 and give your picture of the scene, using from memory not fewer than eight of the words above.

SYNONYMS

civ il	cour te ous	ad vice	coun sel
si lent	noise less	soothe	com pose
as sent	con sent	ob tain	ac quire
am ple	spa cious	re solve	de ter mine
room y	ca pa cious	pos i tive	con fi dent

Show that you can use these words correctly in sentences.

2

WORD ANALYSIS

-ant, one who, that which

ra di ant	oc cu pant	as sist ant
pleas ant	in hab it ant	con test ant
a bun dant	de scend ant	tri umph ant

arc	de lude	char ac ter	ar se nal
ra di us	be guile	rep u ta tion	am mu ni tion
for tress	ex cel lent	crit i cised	ar chi tec ture
pen e trate	pro fi cient	ju di cious ly	mag nif i cence

3

The Period of Colonization

mor al	fer tile	dis cov er	op por tu ni ty
maize	char ter	col o nists	ex plo ra tion
stur dy	pur pose	ex pe di tion	cul ti va tion
wor ship	Cav a lier	set tle ment	self sac ri fice

Imagine yourself a colonist and write to an English friend, using from memory not fewer than eight of the words above (or their derivatives).

Hampton, August 15, 1852.

My dearest Mother:

Clough has been with us for the last few days in Wales; he is likely to go to America in the autumn to try his fortune there as tutor. You will receive this, my dearest mother, on the morning of your birthday. Accept every loving and grateful wish from a son to whom you have been such a mother as few sons have. The more I see of the world, the more I feel thankful for the bringing up we had, so unworldly, so sound, so pure. God bless you, my dear mother, and believe me,

Your truly affectionate child,

Matthew Arnold.

Write this letter from dictation. Answer it.

Pronounce carefully: —

God	clos et	re al ly	clothes
at all	cof fee	ho tel	sug gest
sur prise	sud den ly	er rand	part ner
pos i tive	hand ker chief	that will do	drought
per spi ra tion	both of them	mis chie vous	wheth er

Consult your dictionary and give diacritical marking for each word. Review words on pages 85, 97, 112, and 133.

4

ru in	en dure	feign	fer vid
de plore	cen sure	in ter est	de vo tion
sphere	prac tice	scene	fore cast
cyl in der	e con o my	in spir ing	weath er
grad u al ly	dis cern	mal ice	deign
con va les cing	dif fer ence	in ca pa ble	con de scend

It is said that William Penn, on meeting the King one day, had the boldness to stand with his hat on in the royal presence. Instead of getting angry, the fun-loving Charles laughed and took off his own hat.

"Why dost thou remove thy hat, friend Charles?" said William Penn. "Because," answered the King, "wherever I am, it is customary for one to remain uncovered."

5

e vil	im bue	de vise	spir it
im pute	pro gress	meth od	con trite
val ue	search	clev er	is sue
en hance	dil i gent	de vice	ul ti mate
em ploy e	fe lic i ty	di gress	char ac ter
em ploy er	con grat u late	ar gu ment	fic ti tious

The children of the village, too, would shout with joy whenever he approached. He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches, and Indians. Whenever he went dodging about the village, he was surrounded by a troop of them, hanging on his skirts, clambering on his back, and playing a thousand tricks on him with impunity; and not a dog would bark at him throughout the neighborhood.

— WASHINGTON IRVING: *Rip Van Wink*

6

trea ty	jus tice	Quak er	found er
hos til i ty	pe ti tion	broth er ly	pac i fied
am i ca ble	pro pri e tor	hon or a ble	in dus tri al
Phil a del phi a	be nev o lent	con sci en tious	Penn syl va ni a

A conversation took place last Fourth of July between the Liberty Bell and the great statue of Penn on top of the City Hall in Philadelphia. Write of it, using from memory not fewer than eight of the words above.

DERIVED FROM LATIN VERBS

credo (*creditum*),	*specto* (*spectatum*),	*porto* (*portatum*),
be lieve	see	car ry
creed	in spect	re port er
cre den tial	spec ta tor	port a ble
in cred u lous	spec ta cles	im por tant

Pupils should add other words derived from the same roots.

7

WORD ANALYSIS		WORD BUILDING	
il-, *ir-*, *non-*, not			
il le gal	ir ra tion al	leg i ble	sense
il log ic al	non res i dent	reg u lar	pay ment
ir res o lute	non at tend ance	rev er ent	con duct or
in tel lect	bal last	weap ons	es teem
dis cre tion	as cen sion	ar ma ment	en no ble
cu li na ry	es sen tial	de fi cient	pre dict
lunch eon	pro gres sive	fa cil i ties	be queath
suf fi cient	neg li gence	in her i tance	con ven ient
rec om pense	in ex cus a ble	sub stan tial	com pro mise

8

Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain top.

— WILLIAM SHAKESPEARE: *Romeo and Juliet.*

Day!
Faster and more fast,
O'er night's brim, day boils at last;
Boils, pure gold, o'er the cloud-cup's brim
Where spurting and suppressed it lay;
For not a froth-flake touched the rim
Of yonder gap in the solid gray
Of the eastern cloud, an hour away;
But forth one wavelet, then another, curled,
Till the whole sunrise, not to be suppressed,
Rose, reddened, and its seething breast
Flickered in bounds, grew gold, then overflowed the world.

— ROBERT BROWNING: *Pippa Passes.*

sur viv or	re nown	brass	in cred i ble
mer ci ful	ex ploit	cop per	ex ag ger ate
suc ces sor	com e dy	wound ed	com mis sion
am bi tious	bur lesque	in vul ner a ble	de lib er a tion

9

lev ied	stir ring	tax a tion	law yer
per ish	el o quent	vo ca tion	ag i ta tion
sur vive	em phat ic	Vir gin i an	in dig na tion
a roused	sym pa thy	im pet u ous	rep re sen ta tion

Imagine you were one of the audience that heard the famous words, "I know not what course others may take; but as for me, give me liberty, or give me death," and tell in a letter what you thought of the whole speech. Use from memory not fewer than six of the words above.

10

Use the following words in sentences: —

site	soul	tier	gait	pare
heir	teem	wring	track	quire
mete	waive	whorl	suite	strait
plumb	troupe	throne	sleight	crew el

How dear to this heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, the deep tangled wild-wood,
And every loved spot which my infancy knew;
The wide-spreading pond, and the mill that stood by it;
The bridge, and the rock where the cataract fell;
The cot of my father, the dairy-house nigh it,
And e'en the rude bucket which hung in the well;
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket which hung in the well.

— Samuel Woodworth: *The Old Oaken Bucket*

11

mien	piv ot	pro ject	irk some
re spect ful	le ver	cap i tal ize	wea ri some
val id	groove	op tion	con ven ient
ob jec tion	tongue	real es tate	op por tu ni ty

Write the participles of the following verbs: —

wrap	drop	hop	strip
oc cur	be gin	pro pel	e quip
con trol	de bar	pre fer	per mit

Notice the place of the accent in the polysyllables and make a rule covering words of this class.

See Spelling Rules on page xiv.

12

hu mor	pub lish	o rig i nal	in spir ing
shrewd	max ims	cos tume	e lec tric i ty
home ly	ep i gram	in vent or	ex per i ment
wis dom	al ma nac	in cul cate	au to bi og ra phy

Imagine you met the man suggested above when you were both seeking shelter from a storm under a shed. Tell how he impressed you, using from memory not fewer than six of the words.

FROM "POOR RICHARD'S ALMANAC"

He that by the plow would thrive
Himself must either hold or drive.

He that is good at making excuses is seldom good at anything else.

Dost thou love life, then do not squander time, for that is the stuff that life is made of.

Be slow in choosing a friend, slower in changing.

If you would have business done, go: if not, send.

Early to bed and early to rise,
Makes a man healthy, wealthy, and wise.

Keep thy shop and thy shop will keep thee.

— BENJAMIN FRANKLIN.

13

state ly	ruf fles	liv er ied	gal ler ies
can dle	buck les	el e gance	hos pi tal i ty
min u et	bro cade	serv ants	ar chi tec ture
co lo ni al	pil lared	eq ui page	knee breech es
man sion	cock ades	cer e mo ny	three cor nered

Imagine you are a Virginia colonist, and write a letter telling of a party you attended. Use from memory not fewer than six of the words above.

14

dis gust	flounce	at tire	au stere
ev i dent	in ser tion	fes ti val	haugh ty
glance	re sume	bit ing	in te ger
as ton ish	hos til i ties	sar casm	dec i mal
des ti ny	pe ru sal	in curred	stut ter
un known	pe ri od ic al	dis pleas ure	stam mer
as pect	at tached	in no cent	leg a cy
en cour aged	im por tance	a muse ments	squan der

15

The Gothic church plainly originated in a rude adaptation of the forest trees with all their boughs, to a festal or solemn arcade, as the bands about the cleft pillars still indicate the green withes that tied them. No one can walk in a road cut through pine woods, without being struck with the architectural appearance of the grove, especially in winter, when the bareness of all other trees shows the low arch of the Saxons. In the woods in a winter afternoon one will see as readily the origin of the stained glass window with which the Gothic cathedrals are adorned, in the colors of the western sky seen through the bare and crossing branches of the forest.

— Ralph Waldo Emerson: *History.*

digest	subject	prefix	minute
recess	contest	produce	contrast
absent	abstract	compound	reprimand

Accent each of these words in two ways and use in sentences.

judg ment	man age ment	in fringe ment
en large ment	en cour age ment	ac knowl edg ment

Note that *e* is dropped when *d* precedes *g*.

16

siege	re peal	dis ci pline	con ti nent al
sword	re treat	pri va tion	am mu ni tion
rag ged	reg i ment	op pres sion	in de pend ence
pa tri ot	cam paign	cour a geous	rep re sen ta tion

Write a dialogue that might have passed between Washington and Lafayette after the Revolution, using from memory not fewer than eight of the words above.

17

WORD ANALYSIS

mono-, one	*semi-*, half	*circum-*, around
mon o gram	sem i cir cle	cir cum vent
mon o logue	sem i week ly	cir cum scribe
mon o syl la ble	sem i an nu al ly	cir cum fer ence

It is not every day or every season that we see an eagle. Hence I must preserve the memory of one I saw the last day I went bee-hunting. The noble bird sprang from the top of a dry tree above me, and came sailing directly over my head. I saw him bend his eye down upon me, and I could hear the low hum of his plumage, as if the web of every quill in his great wings vibrated in his strong level flight. When he was fairly clear of the mountain he began that sweeping spiral movement in which he climbs the sky. Up and up he went without once breaking his majestic poise till he appeared to sight some far-off alien geography, when he bent his course thitherward and gradually vanished in the blue depths. The eagle is a bird of large ideas, he embraces long distances; the continent is his home. I think of Canada, of the Great Lakes, of the Rocky Mountains, of the wild and sounding seacoast. The waters are his, and the woods and the inaccessible cliffs. He pierces behind the veil of the storm, and his joy is height and depth and vast spaces. — JOHN BURROUGHS: *Bees* [abridged].

18

Marks of Punctuation

dash —	hy phen -	ex cla ma tion !
brace }	sec tion §	pa ren the sis ( )
ca ret ∧	dag ger †	sem i co lon ;
co lon :	el lip sis * * *	a pos tro phe '
pe ri od .	brack ets [ ]	in ter ro ga tion ?
com ma ,	as ter isk *	quo ta tion marks " "

Soon as the evening shades prevail,
The moon takes up the wondrous tale,
And nightly to the listening earth
Repeats the story of her birth;
Whilst all the stars, that round her burn,
And all the planets, in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole.

— Joseph Addison: *The Spacious Firmament*

19

u til ize	cus to dy	use less	in voke
par ti cle	mar shal	dis card	di vine
con vey	coun cil	rug ged	de fi ant
in tel li gence	e lect ed	con tour	dis cord
de ten tion	so ci e ty	em u late	cul ture
un a void a ble	in i ti ate	neigh bor	ac quired
il lic it	in di cate	com plete	ig nore
smug gling	pref er ence	dis guise	con di tion
e lic it	re gret ted	pol i cy	in flict
com men da tion	in dis po si tion	in dorse ment	pun ish ment

20

mod est	au gust	re tired	peace
re served	gen er al	sur vey or	ad dress
de mean or	sol diers	a ris to crat	pre ëm i nent
states man	judg ment	mod er a tion	self con trol
ven er a ted	vic to ri ous	man age ment	u nan i mous ly

Explain why we are glad to celebrate the twenty-second of February. Use from memory not fewer than eight of the words above.

Rules of Behavior

Every action in company ought to be with some sign of respect to those present.

Think before you speak, pronounce not imperfectly, nor bring your words too hastily, but orderly and distinctly.

Associate yourself with men of good quality, if you esteem your own reputation; for it is better to be alone than in bad company.

— George Washington.

21

Word Analysis

uni-, one	*bi-*, two	*tri-*, three
u ni ty	bi ped	triv i al
u ni fy	bi sect	tri sect
u ni form	bi cy cle	tri an gle

re nown	weap on	de sign	re cord
zeal ous	chal lenge	ex clu sive	ar chives
in gen ious	col o nize	des ig nate	gra tu i tous
bib li cal	ter ri to ry	quo ta tion	as sist ance
ref er ence	skill ful	par tic u lar	con tin u ing
pro ces sion	sur geon	phy si cian	sig nif i cant
ex trav a gant	dis in fect ant	pre scrip tion	sup ple ment

22

rapped	im port	suf fix	as cribe
knuck les	sar dines	pre fix	mir a cle
in dorse	tin ware	trib ute	soiled
or gan i za tion	col an der	sculp tor	laun dered

Perhaps the strongest feature in his [Washington's] character was prudence; never acting until every circumstance, every consideration, was maturely weighed; refraining if he saw a doubt, but, when once decided, going through with his purpose whatever obstacles opposed. His integrity was most pure, his justice the most inflexible I have ever known, no motives of interest or consanguinity, of friendship or hatred, being able to bias his decision. He was, indeed, in every sense of the word, a wise, a good, and a great man.

— THOMAS JEFFERSON: *Private Letter in* 1813.

23

a bly	de tail	ob lique	e quip
nar rate	mi nute	di ag o nal	troops
ob long	o ri ent	cau tion	wil ful
par al lel	oc ci dent	ex treme	ob sti nate
ob jec tion	par ley	ar tic u late	ac cede
mo men ta ry	con fer ence	e nun ci ate	en treat ies

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — DECLARATION OF INDEPENDENCE.

24

That's the wise thrush; he sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture!

— ROBERT BROWNING: *Home Thoughts from Abroad.*

'Tis not what man does which exalts him, but
What man would do!

— ROBERT BROWNING: *Saul.*

plac id	dis pose	in ter val	al lude
tran quil	zeal ous	in ter vene	per plex
in sen si ble	sit u a tion	tes ti mo ny	by law
un grate ful	em bar rass	bap tism	ad vo cate
re spon si bil i ty	e nor mous	cer e mo ny	ac quit ted

25

WORDS USED IN BUSINESS

stocks	can cel	pol i cy	val ue
prof it	col lect	con cern	cur ren cy
af fairs	part ner	bar gain	cus tom er
tel e gram	ex change	prac tice	pay ment
ad ver tise	prof it a ble	con sum er	pre mi um
re mit tance	ex pe ri ence	col lat er al	com merce
com pe ti tion	con sign ment	com pe tence	set tle ment

FROM LATIN NOUNS

pater (*patris*), father	*mater* (*matris*), mother	*filius*, son
pa tron	ma tron	fil ial
pa tri ot ic	ma ter nal	fil i ate
pat ron age	ma tron ly	af fil i a tion

Pupils should add other words derived from the same roots.

26

roy al	lib er al	court ly	mis sion
mar quis	re spect	gra cious	en gag ing
vol un teer	op pressed	grat i tude	re cep tion
in vi ta tion	mul ti tudes	in ter course	friend ship

Imagine that you attended a reception held in Lafayette's honor. Write to a friend giving an account of it, using from memory not fewer than eight of the words above.

The bird is little more than a drift of air brought into form by plumes. Into the throat of the bird is given the voice of the air, unwearied, rippling through the clear heaven in its gladness, bursting into rapture at day-break, or lisping and twittering among the boughs and hedges through the heat of the day, like little winds that only make the cowslip bells shake, and ruffle the petals of the wild-rose. — JOHN RUSKIN: *Modern Painters* [abridged].

27

FORBEARANCE

Hast thou named all the birds without a gun?
Loved the wood-rose, and left it on its stalk?
At rich men's tables eaten bread and pulse?
Unarmed faced danger with a heart of trust?
And loved so well a high behavior
In man or maid that thou from speech refrained,
Nobility more nobly to repay?
Oh, be my friend, and teach me to be thine.

— RALPH WALDO EMERSON.

fa tigue	verge	cli max	nat u ral
ex ces sive	col lapse	start ling	cu ri os i ty
se date	con vince	tax a tion	baf fle
coun te nance	ar gu ment	ex empt ed	de tec tion

28

ac cuse	val ue	thwart	weird
jus ti fy	in trin sic	de signs	ap pear
e lud ed	o di ous	ap pall	gleam
pur suit	o dor ous	pa thet ic	vis i ble
ep i taph	col li sion	tac it ly	par ti cle
ep i gram	con cise	ad mit ted	sat u rate
ob vi ate	state ment	con cede	in di gent
dif fi cul ty	ir ri gate	an ti dote	im pos tor
op ti mist	ag gra vate	an ti sep tic	brev i ty
pes si mist	ag gre gate	al le vi a ted	com mend
im me di ate	in ev i ta ble	con ta gious	oc ca sion
in ter me di ate	an ni hi late	con va les cent	au spi cious

29

dis ease	el e gy	liq uid	i de al
e rad i cate	eu lo gy	im merse	re al ize
i den ti ty	dis pel	in iq ui ty	ten ure
es tab lish	il lu sion	im pli cate	cer tain
in cit ed	po et ic al	fa cil i ty	ar du ous
re bell ion	al lu sion	ex e cu tion	as signed
is o la tion	cred i ble	im pu ni ty	weath er
com mu ni ty	e go tism	trans gress	clem en cy
o mit ted	ap par ent	ter ri to ri al	men tal ly
in dis pen sa ble	tes ti mo ny	ju ris dic tion	ex hil a rate
cred it a ble	per cep ti ble	grate ful ly	pe des tri an
per form ance	im ped i ment	ac knowl edged	e ques tri an

30

vain	e lic it	scene	does
vein	il lic it	doubt	there
a loud	les sen	in stead	ma ny
al lowed	les son	be cause	of ten
il lu sion	dur ing	sol emn	un til
al lu sion	laun der	ev i dent	us ing
o mit ted	pres ence	op posed	tru ly
par al lel	pres ents	Feb ru a ry	sin cere ly
em bar rass	neigh bor	un known	cor dial ly
am big u ous	es sen tial	suc ces sor	grate ful ly

pro nounce ex plained re spect ful ly

pro nun ci a tion ex pla na tion af fec tion ate ly

sta tion er y sta tion a ry

31

be lieve	de vice	de cent	speak
com ing	de vise	de scent	speech
get ting	re ceive	suc ceed	li bra ry
coun cil	dis cern	pre cede	hy phen
coun sel	en hance	re ferred	de vel op
un cer tain	dil i gent	em ploy e	all right[1]
ex ag ger ate	es pe cial ly	ben e fit ed	e con o my
con fer ence	op pressed	nec es sa ry	im pu ni ty
de scrip tion	judg ment	dis ap point	Wednes day
in tel li gence	a pos tro phe	re spon si ble	sep a ra tion

ad ap ta tion per spi ra tion nine ty-fourth

in dis pen sa ble en cour age ment for ty-ninth

ac knowl edg ment pref er ence

[1] Two words

EIGHTH YEAR — FIRST HALF

1

No man is born into the world whose work
Is not born with him; there is always work,
And tools to work withal, for those who will;
And blessed are the horny hands of toil!
The busy world shoves angrily aside
The man who stands with arms akimbo set,
Until occasion tells him what to do;
And he who waits to have his task marked out
Shall die and leave his errand unfulfilled.

—James Russell Lowell: *A Glance Behind the Curtain.*

a dult	skill ful	sub tle	cri sis
rea son	dex ter i ty	dif fer ence	ap proach
hand fuls	o pin ions	in quis i tive	grad u al ly
spoon fuls	prev a lent	te na cious	ac ci dent
mouth fuls	mem o ran dum	dis po si tion	sen sa tion
in dors ing	mem o ran da	vi o la tion	sur ren der
cer tif i cate	in ter rupt	et i quette	re luc tant
in no cent	dis court e sy	ma jor i ty	pro vi sion
in gen u ous	con ver sa tion	mi nor i ty	suf fi cient

Note: Read the Preface and the Suggestions to Teachers.

2

The halcyon period of our autumn will always in some way be associated with the Indian. It is red and yellow and dusky like him. The smoke of his camp-fire seems again in the air. The memory of him pervades the woods. His plumes and moccasins and blanket of skins, form just the costume the season demands. It was doubtless his chosen period. The gods smiled upon him then, if ever. If the red aborigine ever had his summer of fullness and contentment, it must have been at this season, and it fitly bears his name.

— JOHN BURROUGHS: *Autumn Tides* [abridged].

pur chase	au thor	draft ed	ter ri to ry
dem o crat	lit er a ry	Lou i si a na	can di date
sim plic i ty	fore sight	prin ci ples	ob sta cles

dec la ra tion a chieve ment ad min is tra tion rec om mend ed

Write a letter describing Thomas Jefferson, after reading the extract from his letter about Washington on page 154. Use from memory not fewer than six of the words above.

WORD ANALYSIS

con-, co-, cor-, with		*mis-*, wrong, ill
con gen ial	con firm	mis spell
co öp er ate	co ör di nate	mis fort une
cor re spond	con de scend	mis man age

3

du el	for eign	brill iant	fed er al ist
cred it	na tion al	treas ur y	ir re sist i ble
in sight	in debt ed	fi nan cial	dis tinc tion
sys tem	wound ed	es tab lish	con sti tu tion

Imagine you are a friend of the man suggested above and write a leaf from your diary on a very important day of his life. Use from memory not fewer than eight of the words.

4

struct ure	ar ray	si lence	strains
im pos ing	mar tial	om i nous	me lo di ous
in tri cate	of fi ci ate	dis or der	log ic al
mech an ism	mar riage	neg li gent	se quence
ig no rance	nav i ga ble	ob serv ance	sti fling
in ex cus a ble	ob struc tion	cel e bra tion	op pres sive

Or, if the roadside has no hedge, the ugliest stone fence, such as in America would keep itself bare and unsympathizing till the end of time, is sure to be covered with the small handiwork of Nature; that careful mother lets nothing go naked there, and, if she cannot provide clothing, gives at least embroidery. No sooner is the fence built than she adopts and adorns it as a part of her original plan, treating the hard, uncomely construction as if it had all along been a favorite idea of her own.

—NATHANIEL HAWTHORNE: *Our Old Home.*

5

de sign	ap peal	wis dom	prof its
sten cil	au thor i ty	knowl edge	e nor mous
gar ble	mo ment	au then tic	sa ti ate
quo ta tion	op por tune	doc u ment	ap pe tite
vig or ous	du pli cate	di ver gent	vo ca tion
re hears al	trip li cate	con ver gent	av o ca tion
un moved	e co nom ic	prep a ra tion	be nig nant
per sua sion	con di tions	e mer gen cy	com pas sion
ob liv i ous	me di oc ri ty	au to mo bile	serv ices
sur round ings	su pe ri or i ty	con vey ance	in dis pen sa ble

REQUIRING SPECIAL DRILL

sure ly	seize [1]	a loud	pur suit
leg i ble	re ceipt	al lowed	per suade
el i gi ble	re ceive	dis ap pear	for mer ly
won der	yield	dis ap point	form al ly
wan der	be lieve	qual i fied	judg ment
sep a rate	re lieve	im prove ment	man age ment

THE PRESIDENT'S CABINET

coun sel	af fairs	ses sion	of fi cial
in te ri or	sec re ta ry	o pin ion	prom i nent
ex pe di ent	for mal i ty	port fo li o	re spon si ble
ag ri cul ture	com mis sion	as cer tain	ex pend i ture

Tell which cabinet position you would prefer, using from memory not fewer than eight of the words above.

6

MY FAVORITE MAGAZINE

verse	fic tion	crit ic al	il lus tra tion
es say	cur rent	pop u lar	man u script
se ri al	coup let	ed i to ri al	mon o graph
stan za	jour nal	sub scrib er	con tem po ra ry
re view	qual i ty	pub li ca tion	ad ver tise ment

Your grandparents will give you the subscription to any magazine, if you will tell them the reason for your choice. Use from memory not fewer than six of the words above.

DERIVED FROM LATIN VERBS

dico (*dictum*), say	*fero*, bear	*duco* (*ductum*), lead
dic tion	def er ence	con duct
in dic a tive	in dif fer ent	ed u cate

Pupils should add other words derived from the same roots.

[1] Make a rule for the spelling of the words in this column.

7

The best part of health is a fine disposition. It is more essential than talent, even in works of talent. Nothing will supply the want of sunshine to peaches, and to make knowledge valuable you must have cheerfulness of wisdom. You are nourished. The joy of the spirit indicates its strength. All healthy things are sweet-tempered. Genius works in sport, and goodness smiles to the last; and for the reason that whoever sees the law which distributes things, does not despond, but is animated to great desires and endeavors. He who desponds betrays that he has not seen it. — RALPH WALDO EMERSON.

sur pass	cus tom	laun der	cau tious
sup press	cos tume	cloth ing	con sist ent
ful fill	ur gent	per il ous	val u a ble
pos si ble	re quest	in va sion	a vail a ble
per se vere	com pli ance	re sist ance	in for ma tion

8

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America. — *Preamble to the Constitution.*

THE FEDERAL GOVERNMENT

lev y	rad i cal	ju di cial	leg is la tive
ve to	rev e nue	priv i lege	ex ec u tive
rat i fy	del e gate	mi nor i ty	dip lo mat ic
cen sus	su preme	con venes	pre rog a tive
vest ed	com mit tee	in tro duce	rec og ni tion

Explain to a stranger some of the important things for which our Constitution provides. Use from memory not fewer than six of the words above (or their derivatives).

cli ent	ex tant	fash ion	bar ren
at tor ney	ex tinct	de signs	des o late
main tain	ad her ent	aug ment	heal ing
e qua nim i ty	par ti san	in crease	lig a ment
so cial	ir ri tate	in qui ries	va ri ous
en vi ron ment	ex as per ate	sig nif i cant	ap pli anc es
leg a cy	ac count	ti mid i ty	ef forts
ad min is tra tor	dis crep an cy	dif fi dence	tran scend

sim plic i ty ev i dence hab its

un os ten ta tious cir cum stan tial ex em pla ry

mat ter ex tra ne ous

As Ichabod jogged slowly on his way, his eye, ever open to every symptom of culinary abundance, ranged with delight over the treasures of jolly autumn. On all sides he beheld vast stores of apples; some gathered into baskets and barrels for the market; others heaped up in rich piles for the cider-press. Farther on he beheld great fields of Indian corn, with its golden ears peeping from their leafy coverts, and holding out the promise of cakes and hasty-pudding; and the yellow pumpkins lying beneath them, giving ample prospects of the most luxurious of pies; and anon he passed the fragrant buckwheat fields, breathing the odor of the beehive, and as he beheld them, soft anticipations stole over his mind of dainty slapjacks, well buttered, and garnished with honey or treacle.

— WASHINGTON IRVING: *The Legend of Sleepy Hollow* [abridged].

tor pid	en gine	li bra ry	def i nite
be numb	sta tion a ry	ref er ence	prop o si tion
glo ri ous	ex quis ite	im ple ments	he red i ta ry
a chieve ment	sta tion er y	ag ri cult ure	suc ces sion

re cu per ate se clu sion ob serv ance

con va les cent un sym pa thet ic an ni ver sa ry

ap pre ci ate com pli ment

10

se ri al	puz zles	in closed	re spect ful ly
please	thank ing	gen tle men	mon ey-or der
ad dress	mag a zine	in ter est ing	sub scrip tion

Write a letter to the Century Company, Union Square, New York, asking them to send your magazine (*St. Nicholas*) to your new address and inclosing a year's subscription. Use from memory not fewer than six of the words above.

WORD ANALYSIS

pre-, ante-, before		*post-*, after
pre fix	an te date	post pone
pre ma ture	an te room	pos ter i ty
pre med i tate	an te ced ent	post script

11

Let it not be supposed that our object is to perpetuate national hostility, or even to cherish a mere military spirit. It is higher, purer, nobler. We consecrate our work to the spirit of national independence, and we wish that the light of peace may rest upon it forever. We come, as Americans, to mark a spot which must be forever dear to us and our posterity. We wish that whosoever, in all coming time, shall turn his eye hither, may behold that the place is not undistinguished where the first great battle of the Revolution was fought. — DANIEL WEBSTER: *Oration at Bunker Hill.*

---

or a tor	de bate	sen ate	ca reer
speech	weight y	fa mous	pow er ful
pres ence	mass ive	po lit i cal	ar gu ment
de lib er ate	im press ive	con tro ver sy	sov er eign ty
mon u ment	ded i ca tion	com mand ing	in tel lec tu al

Write a dialogue between a pen and a sword illustrating the proverb, "The pen is mightier than the sword." Use from memory not fewer than six of the words above.

12

"TRIBUNE" OFFICE, NEW YORK,
May 2, 1869.

DEAR SIR:

I am overworked and growing old. I shall be sixty next February 3. On the whole, it seems I must decline to lecture henceforth except in this immediate vicinity, if I do at all. I cannot promise to visit Illinois on that errand, — certainly not now.

Yours truly,
HORACE GREELEY.

SANDWICH, ILL., May 12, 1869.

HON. HORACE GREELEY,
NEW YORK "TRIBUNE."

DEAR SIR:

Your acceptance to lecture before our association next winter came to hand this morning. Your penmanship not being the plainest, it took some time to translate it; but we succeeded, and would say, your time, February 3, and the terms, sixty dollars ($60.00), are entirely satisfactory. As you suggest, we may be able to get you other engagements in the immediate vicinity; if so we will advise you.

Yours respectfully,
M. B. CASTLE.

Write a third letter which you think Horace Greeley might have written, apologizing for his poor penmanship.

COMMON ABBREVIATIONS

M.D.	doctor of medicine	*Jr.*	Junior	*ult.*	last month
		Sr.	Senior	*inst.*	this month
D.D.	doctor of divinity	*Hon.*	Honorable	*prox.*	next month
		M.C.	member of Congress	*M.P.*	member of Parliament
MS.	manuscript				
Messrs.	gentlemen	*A.B.*	bachelor of arts	£	pound sterling
LL.D.	doctor of laws				

13

The heavy door of the tower opened slowly, and a bronzed and scarred grenadier, literally laden with muskets, came out and passed down the line of troops. He walked with difficulty under his heavy load. To the surprise of the Austrians no one followed him.

In astonishment the Austrian colonel rode up to him, and asked in French why the garrison did not come out.

"I am the garrison, Colonel," said the soldier, proudly.

"What!" exclaimed the colonel, "do you mean to tell me that you alone have held that tower against me?"

"I have the honor, Colonel," was the reply.

"What possessed you to make such an attempt, Grenadier?"

"The honor of France was at stake."

The colonel gazed at him for a moment with undisguised admiration. Then, raising his cap, he said warmly: "Grenadier, I salute you. You have proved yourself the bravest of the brave."

— ANONYMOUS.

bur y	re pel	a tone	re buke
au top sy	in ti ma cy	wrong	se vere
fer vor	rav el	ed i tor	host ess
prayed	sel vage	pub lish	gra cious
ex ert	ac cord	wield	ac cost
in flu ence	sen ti ments	weap on	trav el er
de sign	ab stain	mor tal	ac quit
in tri cate	fri vol i ty	im mor tal	ver dict
sub lime	ad he sive	en ter prise	court
ri dic u lous	glu ti nous	com mend a ble	ad journ
fa cil i ty	ar bi tra tion	jo vi al	prov erb
ex e cu tion	in ter na tion al	coun te nance	par a ble
dex ter i ty	al ge bra	ju bi lant	ad vis a ble
a er o naut	math e mat ics	dem on stra tion	ad ap ta tion

14

WORDS REQUIRING SPECIAL DRILL

hopped	an gle´	af fect	ex ceed
oc curred [1]	an gel	ef fect	pro ceed
oc cur ring	though	im i tate	suc ceed
ben e fit ed	thought	in ti mate	pre cede
ben e fit ing	through	per spi ra tion	gath er
be gin ning	thor ough	pre scrip tion	to gether

DERIVED FROM LATIN VERBS

flecto (*flexum*), bend		*venio* (*ventum*), come	
re flex	flex i ble	in vent	con ven tion
re flect	re flec tion	pre vent	per ad vent ure

Pupils should add other words derived from the same roots.

15

de fend	fi del i ty	sac ri fice	o be di ence
loy al ty	slav er y	blight ing	de struc tion
trag e dy	ex alt ed	se ces sion	heart rend ing
her o ism	de vo tion	prin ci ples	proc la ma tion
com rade	sur ren der	broth er ly	e man ci pa tion

Write an interesting paragraph on the Civil War, using from memory not fewer than eight of the words above (or their derivatives).

WORD ANALYSIS

sub-, under		*trans-*, across	
sub due	sub ju gate	trans fer	trans port
sub scribe	sub ter ra ne an	trans pose	trans gress

[1] Notice the accent in these polysyllables and make a rule for the formation of participles. See Spelling Rules on page xiv.

16

WORDS REQUIRING SPECIAL DRILL

prai rie	va ri e ty	un just	lin en
for ci ble	anx i e ty	crit i cise	nick el
de ci sion	o rig i nal	suit a ble	re li a ble
se rene ly	prac tice	in vis i ble	scarce ly
gra cious	sur viv or	in dorsed	es sen tial
cease less	an nu al ly	dis miss al	ar ti fi cial
con tin u ing	priv i lege	nat u ral ly	di verged
scru pu lous	lone some	ex cep tion	au di ence
trans ac tion	dis ci pline	ig no rance	hu mil i ate
sup ple ment	de fal ca tion	cer tif i cate	res pi ra tion
dis turb ance	con se quenc es	e co nom ic al	em bar rassed

The kettle was aggravating and obstinate. It wouldn't allow itself to be adjusted on the top bar; it wouldn't hear of accommodating itself kindly to the knobs of coal; it would lean forward with a drunken air and dribble, a very Idiot of a kettle, on the hearth. It was quarrelsome, and hissed, and spluttered morosely at the fire. To sum up all, the lid, resisting Mrs. Peerybingle's fingers, first of all turned topsy-turvy, and then with an ingenious pertinacity deserving a better cause, dived sideways in — down to the very bottom of the kettle. And the hull of the *Royal George* has never made half the monstrous resistance to coming out of the water which the lid of that kettle employed against Mrs. Peerybingle before she got it up again.

It looked sullen and pig-headed enough, even then; carrying its handle with an air of defiance, and cocking its spout pertly and mockingly at Mrs. Peerybingle, as if it said: "I won't boil. Nothing shall induce me!"

But Mrs. Peerybingle, with restored good humor, dusted her chubby little hands against each other, and sat down before the kettle laughing. — CHARLES DICKENS: *The Cricket on the Hearth.*

17

mar tyr	gaunt	hu mor	home ly
un tir ing	kind ly	be loved	ear nest
pa tience	sin cer i ty	gen er ous	mus cu lar
brood ing	in au gu ral	ac cess i ble	en dur ance
pres i dent	sor row ing	sym pa thy	sto ry tell er
char i ta ble	Get tys burg	thought ful	rail-split ter

Write an interesting paragraph about the man suggested above, giving his name and using from memory not fewer than six of the words (or their derivatives).

Nature, they say, doth dote,
And cannot make a man
Save on some worn-out plan,
Repeating us by rote:
For him her Old World molds aside she threw,
And, choosing sweet clay from the breast
Of the unexhausted West,
With stuff untainted shaped a hero new,
Wise, steadfast in the strength of God, and true.

. . . and, standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.

— James Russell Lowell: *Ode Recited at the Harvard Commemoration.*

Pronounce carefully: —

def i cit	fi nance	fa vor ite	length
ret i cent	chil dren	am a teur	sub tle
aux il ia ry	bou quet	pref er a ble	cou pon
con do lence	te na cious	for mi da ble	dis ci pline

Consult your dictionary and give diacritical marking for each word. Review lists on pages 112, 133, and 144.

18

One little roadside inn, snugly sheltered behind a great elm tree, with a rare seat for idlers encircling its capacious bole, addressed a cheerful front towards the traveler, as a home of entertainment ought, and tempted him with many mute but significant assurances of comfortable welcome. The ruddy signboard perched up in the tree, with its golden letters winking in the sun, ogled the passerby from among the leaves like a jolly face, and promised good cheer. The horse-trough, full of clear fresh water, and the ground below it sprinkled with droppings of fragrant hay, made every horse that passed by prick up his ears. The crimson curtains in the lower rooms, and the pure white hangings in the little bed-chambers above, beckoned "Come in!" with every breath of air. Upon the window-sills were flowering plants in bright red pots which made a lively show against the white front of the house. On the doorstep appeared a proper figure of a landlord too; for though he was a short man, he was round and broad, and stood with his hands in his pockets, and his legs just wide enough apart to express a mind at rest. — CHARLES DICKENS: *The Battle of Life.*

ax i om	ben e fit	e vents	peace
ev i dent	mu tu al	en su ing	men ace
in stilled	cor po ra tion	er ro ne ous	laud a ble
prin ci ples	mo nop o lize	con clu sion	am bi tion

19

Look up the derivation of each of these words in the unabridged dictionary. There are some surprises awaiting you: —

dai sy	po lite	vul gar	fa mil iar
dunce	syl van	ceil ing	cal cu late
mil li ner y	ca price	hal cy on	um brel la

20

"Here's Martha, mother," said the girl, appearing as she spoke. "Here's Martha, mother," cried the two young Cratchits. "Hurrah! There's such a goose, Martha."

"Why, bless your heart alive, my dear, how late you are," said Mrs. Cratchit, kissing her a dozen times, and taking off her shawl and bonnet for her with officious zeal. "We had a great deal of work to finish up last night," replied the girl, "and had to clear away this morning, mother." "Well, never mind, so long as you are here," said Mrs. Cratchit. "Sit down before the fire, my dear, and warm." "There's father coming," cried the young Cratchits, who were everywhere at once. "Here, Martha, hide." So Martha hid herself, and in came little Bob, the father, with at least three feet of comforter, exclusive of the fringe, hanging down before him; and his threadbare clothes darned up and brushed, to look seasonable; and Tiny Tim upon his shoulder.

— CHARLES DICKENS: *A Christmas Carol* [adapted].

WORDS REQUIRING SPECIAL DRILL

ra di ance	fi nal ly	ex pect	lis ten
val u a ble	lib er al	nois i ly	friend
ad mit ted	sev er al	pos sess	weight
care ful ly	weath er	bag gage	hur ried
ev i dent ly	in gen ious	op po site	mis chief
in cred i ble	in gen u ous	neigh bor	prec e dent
in di vid u al	com pelled	ju di cious	em bar rass

COMMON ABBREVIATIONS

viz.	(*videlicet*), namely	*i.e.*	(*id est*), that is
vs.	(*versus*), against	*N.B.*	(*nota bene*), note well
ibid.	(*ibidem*), in the same place	*e.g.*	(*exempli gratia*), for example
et al.	(*et alii*), and others		
per cent.	by the hundred	*per annum*	by the year

21

Synonyms

ob tain	ac quire	a muse	di vert
ob vi ous	ap par ent	rus tic	ru ral
par don	for give ness	per sist	per se vere
re sult	con se quenc es	anx ious	so lic i tous

Show that you distinguish between the words above by your use of them in sentences.

serv ice	for bade	va can cy	lit er al ly
val iant	wor ship er	com pe ti tion	trans lat ed
ren dered	per se cute	free dom	spec i fied
ex pe ri ence	a vail a ble	tol er a tion	a gree ment
ob ser va tion	ter mi nat ed	com mit tee	de ci sion
ar gu ment	vic to ri ous ly	leg is la ture	ac qui esce
con sist ent	quan ti ties	al li ance	sug ges tions
com pre hend	in for ma tion	pros per ous	mis cel la ne ous

22

Words used in Business

debts	bull ion	debt or	ledg er
part ner	bal ance	post ing	def i cit
com pa ny	jour nal	in voice	sur plus
dis count	in ter est	cred it or	in debt ed
ac counts	in vest ed	sun dries	bank rupt

Derivations from Latin Adjectives

brevis, short	*omnis*, all	*satis*, enough
brief	om ni bus	sat is fy
brev i ty	om nis cient	in sa ti a ble
ab bre vi a tion	om nip o tent	sat is fac tion

23

ju ry gar nish cu ri ous rea son
im pan el pars ley par a dox in tu i tion
de vout ly ad junct mes sage a lac ri ty
sup pli cate nec es sa ry in ter cept ap ti tude
de cis ion a qua ri um in ter pret a cous tics
ar bi tra ry her ba ri um script ure sat is fac to ry
auc tion ro ta tion a verse sit u a tion
punc tu al rev o lu tion quar rel ing pre ca ri ous
sched ule flat ter y am pli fy in ter sperse
ac cord ing sus cep ti ble in struc tions quo ta tions
ar tist i cal ly pen e tra tion so lic it ed
im per son ate re mark a ble con tri bu tions
an nulled pro ceed ings

24

subt le serv ile oc ca sion suf fer ing
sug ges tion at ti tude pro pi tious a mel io rate
re plen ish re it er ate del i ca cy dis ci pline
pro vi sions de cis ion love li ness a me na ble
de light ful a lu mi num sa li ent se ri ous
rec re a tion plat i num feat ures per plex i ty
al ter cate ag gres sor ar dor ob serve
un dig ni fied au da cious en thu si asm pro pri e ties
ra tion al oc cur renc es af fec tion de ci sive
ex pla na tion sub se quent re cip ro cate move ment
a non y mous pe ti tion ex pe di tion
com mu ni ca tion re mon strate ac com pa ny ing
mean ing sig nif i cant

EIGHTH YEAR — SECOND HALF

1

Yea, let all good things await
Him who cares not to be great,
But as he saves or serves the state.
Not once or twice in our rough island story,
The path of duty was the way to glory;
He that walks it, only thirsting
For the right, and learns to deaden
Love of self, before his journey closes,
He shall find the stubborn thistle bursting
Into glossy purples, which outredden
All voluptuous garden roses.

—ALFRED TENNYSON: *Ode on the Death of the Duke of Wellington.*

guard i an	ac cus ed	rev e nue	drought
pro tec tion	ex on er ate	treas ur y	draught
e quipped	con cil i ate	ea ger ly	av a rice
ex pe di tion	op po si tion	as sem ble	cov et ous
lux u ri ous	fed er al	pov er ty	vi a duct
a part ments	coun ter feit	ob scu ri ty	aq ue duct
ca lam i ty	mel o dies	sen si tive	i tem ized
treach er ous	or di na ry	crit i cism	spec i fied
in ten tion	prej u dice	dig ni ty	i den ti cal
mis chie vous	ir ra tion al	pre served	ex per i ment
mu tu al	vi vac i ty	ab struse	prof it a ble
com pro mise	no tice a ble	prop o si tion	in vest ment

in curred — temp ta tion — am a teur

re spon si bil i ty — in cor rupt i ble — pho tog ra pher

al le giance — con sti tu tion

2

WORDS REQUIRING SPECIAL DRILL

a void	lei sure	dif fi cult	va ri ous
re al ize	serv ice	en er get ic	lit er a ry
vis i ble	hu man	cour te ous	ex ist ence
in teg ri ty	hu mane	plen te ous	fa tigu ing
ref er ence	ac tu al ly	suc ces sion	ben e fi cial
sim plic i ty	de fi cient	ac com plish	ex ag ger ate
in tel li gence	fa cil i ties	pro gress ive	in ter me di ate
a chieve ment	priv i lege	an ni ver sa ry	ac com mo date

In an Art Gallery

sa lon	so cial	i vo ry	rel ics
carved	an cient	Sis tine	etch ings
mod ern	o rig i nal	ex hib it	gal ler ies
Lou vre	Dres den	pot ter y	por traits
Vat i can	mu se um	func tion	Bon heur
sculp ture	cor ri dors	can vas es	E gyp tian
cus to di an	min i a ture	tap es tries	Rem brandt

Describe a visit you have made to an art gallery, using from memory not fewer than eight of the words above.

Pronounce carefully: —

doc ile	route	ere	err
pa tron	fa tigue	gran a ry	in to
lit er a ry	for bade	cu li na ry	of ten
ju ve nile	pos i tive	men ag er ie	clothes
fore head	at tor ney	ve he mence	res tau rant
lam ent a ble	al ter nate ly	tre men dous	mer can tile

Consult your dictionary and give diacritical markings of each word. Review the lists on pages 133, 140, and 170.

3

at tempt	bal ance	as sault	pos i tive
re mov al	main tain	ar raign	neg a tive
ef fec tu al	an ger	pen al ty	ma son ry
prac ti cal	a bey ance	cus tom a ry	per ma nent
a vail a ble	ag i ta tion	grat i tude	dis a bled
ap pa ra tus	in no cence	per pet u al	sub sti tute
so ci e ty	con vic tion	a pol o gize	brill iant
u ni ver sal	per tain ing	em bar rass	cor re spond ent

per se ver ance al der man sur ren der
main te nance coun cil man un con di tion al
am bas sa dor ad min is tra tion

4

Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers; he carried his whip perpendicularly in his hand like a scepter, and as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings. A small wool hat rested on the top of his nose, for so his scanty strip of forehead might be called, and the skirts of his black coat fluttered out almost to the horse's tail.

— Washington Irving: *The Legend of Sleepy Hollow.*

Discriminate carefully: —

as sent	as cent	des ert	des sert
el i gi ble	il leg i ble	coun cil	coun sel
pe ti tion	par ti tion	cap i tal	cap i tol
in gen ious	in gen u ous	em i nent	im mi nent
em i grant	im mi grant	lin e a ment	lin i ment
dep re cate	de pre ci ate	re spec tive ly	re spect ful ly

5

Derivations from Latin Adjectives

primus, first	min or (*minus*), less	*magnus*, great
prim i tive	mi nor i ty	mag ni fy
pri ma ri ly	min u end	mag nan i mous

Words used in Business

mort gage	in dors er	in sur ance	state ment
in ven to ry	re sourc es	in sol vent	com mis sion
part ner ship	con sol i date	in dent ure	mer chan dise
dis crim i nate	in vest ments	mo nop o lize	ad min is tra tion

Dombey sat in the corner of the darkened room in the great arm-chair by the bedside, and Son lay tucked up warm in a little basket bedstead, carefully disposed on a low settee immediately in front of the fire and close to it, as if his constitution were analogous to that of a muffin, and it was essential to toast him brown while he was very new.

Dombey was about eight and forty years of age. Son was about eight and forty minutes. Dombey was rather bald, rather red, and though a handsome, well-made man, too stern and pompous in appearance to be prepossessing. Son was very bald, and very red, and an undeniably fine infant. On the brow of Dombey, Time and his brother Care had set some marks, as on a tree that was to come down in good time — remorseless twins they are for striding through their human forests, notching as they go — while the countenance of Son was crossed and recrossed with a thousand little creases which the same deceitful Time would take delight in smoothing out and wearing away with the flat part of his scythe, as a preparation of the surface for his deeper operations.

— Charles Dickens: *Dombey and Son* [abridged].

Words used in Business

as sets as ses sor au di tor sta tis tics
as sign ee li a bil i ties af fi da vit guar an tee
sig na ture re im burse ex e cu tion mes sen ger
al low ance pe cun ia ry cre den tial in dem ni fy
re mu ner ate com mod i ties ne go ti a ble
in fringe ment cor re spon dence per cent age
av oir du pois cash ier

The quality of mercy is not strained,
It droppeth as the gentle rain from heaven
Upon the place beneath. It is twice blest:
It blesseth him that gives and him that takes.
'Tis mightiest in the mightiest; it becomes
The thronèd monarch better than his crown;
His scepter shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings.
But mercy is above this sceptered sway;
It is enthronèd in the hearts of kings;
It is an attribute to God Himself.

—William Shakespeare: *The Merchant of Venice.*

tri al fail ure reg u lar ly ap pli ca tion
tru ly an swer nec es sa ry sat is fac to ry
wag es pos si ble op por tu ni ty
hop ing four teen em ploy ment
ad ver tise ment rec om men da tion

Write to Brown, Smith & Co., 93 Fifth Avenue, New York, N.Y., applying for employment as office boy. Use from memory not fewer than six of the words above.

7

It was evident that the vessel had unusual business on hand. Indeed, a man who had just come on board had the air of one entering upon an adventure. He was a tall old man, upright and robust, with a severe countenance, whose age would have been difficult to guess accurately, for he seemed at once old and young — one of those men who are full of years and vigor; forty in point of energy and eighty in point of power and authority.

— VICTOR HUGO: *Ninety-Three.*

ab hor	tale	ed i ble	dis perse
de ceit	woe ful	mush rooms	as sem bly
le ver	care ful	an i mate	tact less
ful crum	or phans	in an i mate	an tag o nize
se ver i ty	char i ties	se cre cy	so lid i ty
dis ci pline	a ban doned	un de sir a ble	im mov a ble

8

The mists had congregated about the distant mountain-side and there were seen the grand and awful features of the Great Stone Face, awful but benignant, as if a mighty angel were sitting among the hills. — NATHANIEL HAWTHORNE: *The Great Stone Face.*

em brace	roy al ly	en no bling	im age
oc ca sion	en ter tain	in cen tive	vis u al
dis tract	de spatch	nar ra tive	hom age
at ten tion	busi ness	ve ra cious	im plic it
nat u ral	di rect or	strength	grate ful
in fer ence	com pe tent	in her ent	con fi dence
cul ti vate	ex hi bi tion	mer i to ri ous	clean li ness
re fine ment	im promp tu	per form ance	im mac u late

9

Words with Interesting Derivations

frank	ur bane	triv i al	tan ta lize
gen tle	sin cere	con sid er	des ul to ry
trag e dy	com e dy	cal en dar	trib u la tion

The Gettysburg Address

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave that last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people shall not perish from the earth.

— Abraham Lincoln.

10

Synonyms

ev i dent	man i fest	al lege	af firm
im pe tus	mo men tum	dis creet	pru dent
qual i fied	com pe tent	rai ment	ap par el
prom i nent	con spic u ous	de ci sion	judg ment
ap pre hend	com pre hend	vol un ta ry	spon ta ne ous

Show by your use of these words that you distinguish between them.

con vex	tex ture	a dept	length
con cave	ma te ri al	con trive	breadth
be reave	con fide	im por tant	an gle
an guish	im plic it ly	con ces sion	con verge
tract a ble	ad verse	car toon	pro ject
man age a ble	crit i cism	car i ca ture	mam moth
com bus ti ble	trans plant	per son al	tel e scope
in flam ma ble	nour ish ment	mag net ism	mi cro scope
gen er ous	con fu sion	pro ced ure	lib er al
com pen sa tion	in ex tri ca ble	me thod i cal	rec om pense

One is sometimes asked by young people to recommend a course of reading. My advice would be that they should confine themselves to the supreme books in whatever literature, or still better to choose some one great author, and make themselves thoroughly familiar with him. For, as all roads lead to Rome, so do they likewise lead away from it, and you will find that in order to understand perfectly and weigh exactly any vital piece of literature, you will be gradually and pleasantly persuaded to excursions and explorations of which you little dreamed when you began, and will find yourselves scholars before you are aware.

— James Russell Lowell: *An Address on Books and Libraries.*

11

def i cit	cor rect	li cense	as cent
cer ti fy	es ti mate	se cu ri ty	ven tur ous
scen er y	mem o rize	de cree	sac ri fice
ac cess i ble	rep e ti tion	na tion al	ex haust ed
sit u a tion	tem per ance	char i ta ble	ges ture
hum or ous	mod er a tion	gra tu i tous	in dig nant
Ar a bic	in vis i ble	per ma nent	dis as trous
no ta tion	dis cern i ble	as cend en cy	in ter fer ence
a quat ic	ex ca vat ing	mar vel ous	pro pi ti ate
am phib i ous	ap prox i mate	com pla cence	ad van ta geous

12

Our Island Possessions

cede	wealth	Ha wa ii	trink ets
ac quire	Span ish	con quest	de light ful
trop ic al	civ il ized	re sour ces	ed u ca tion
un san i ta ry	cit i zen ship	pict ur esque	an nex a tion
Phil ip pines	nat u ral ized	sub ju ga tion	un health ful

Write an interesting paragraph about the recent expansion of the United States, using from memory not fewer than six of the words above.

Words used in Grammar

clause	ab stract	pas sive	in fin i tive
cop u la	fem i nine	sin gu lar	par ti ci ples
aux il ia ry	con ju gate	syn op sis	de scrip tive
mas cu line	punc tu ate	in vert ed	prep o si tion
nom i na tive	ex pan sion	lan guage	sub junc tive
an te ce dent	in dic a tive	po ten tial	con struc tion
sub stan tive	im per a tive	de clen sion	in de pend ent

13

Use the following words in sentences: —

ere	rite	al tar	plane	cap i tol
tale	veil	chord	aught	pres ence
feat	dear	steak	knead	prin ci ple
bare	corps	reign	course	sta tion er y

An Elliptical Exercise

jus tice	af ford ed	in tri cate	ar bi tra tor
grav i ty	en treat ed	de ter mined	con sci en tious

Two Cats, having stolen some cheese, could not agree about dividing the prize. In order, therefore, to settle the dispute, they consented to refer the matter to a Monkey. The proposed —— very readily accepted the office, and, producing a pair of scales, put a part into each scale. "Let me see," said he, "aye — this lump outweighs the other," and immediately bit off a considerable piece in order to make them balance. The opposite scale was now the heavier, which —— our —— judge a reason for a second mouthful. "Hold, hold," said the two Cats, who began to be alarmed for the event, "give us our shares, for we are satisfied."

"If you are satisfied," returned the Monkey, "—— is not; a cause of this —— nature is by no means so soon ——." Upon which he continued to nibble first one piece and then the other, till the poor Cats, seeing their cheese rapidly diminishing, —— him to give himself no further trouble but deliver to them what remained. "Not so fast, I beseech you, friends," replied the Monkey; "justice is due the court as well as you," upon which he crammed the whole into his mouth, and with great —— dismissed the court.

— Æsop.

14

Words used in Business

su ing	lad ing	lien	spe cie
vouch er	de pos it	tel ler	ac crue
dun ning	i den ti fy	tar iff	war rant
pro mote	pro ceeds	in dorse	di rec to ry
ex change	ap praise	per ju ry	fi nan cial
pros e cute	ma tu ri ty	sol ven cy	stim u late

While other illustrious men have been reputed great for their excellence in some one department of human genius, it is declared by the concurrent voice of antiquity that Cæsar was excellent in all. He had genius, understanding, memory, taste, reflection, industry, and exactness. "He was great," repeats a modern writer, "in everything he undertook: as a captain, a statesman, a lawgiver, a jurist, an orator, a poet, an historian, a grammarian, a mathematician, and an architect." The secret of his manifold excellence was discovered by Pliny in the unparalleled energy of his intellectual powers, which he could devote without distraction to several subjects at once, or rush at any moment from one occupation to another with the abruptness and rapidity of lightning. Cæsar could be writing and reading, dictating and listening, all at the same time; and had been known on one occasion to employ as many as seven amanuenses together. And, as if to complete the picture of the most perfect specimen of human ability, we are assured that in all the exercises of the camp his vigor and skill were not less conspicuous. He fought at the most perilous moments in the ranks of the soldiers; he could manage his charger without the use of reins; and saved his life at Alexandria by his address in the art of swimming. — Charles Merivale: *History of Rome.*

15

Earth is a wintry clod:
But spring wind, like a dancing psaltress, passes
Over its breast to waken it, rare verdure
Buds tenderly upon rough banks, between
The withered tree roots and the cracks of frost,
Like a smile striving with a wrinkled face;
The grass grows bright, the boughs are swollen with blooms
Like chrysalids impatient for the air,
The shining dorrs are busy, beetles run
Along the furrows, ants make their ado;
Above, birds fly in merry flocks, the lark
Soars up and up, shivering for very joy;
Afar the ocean sleeps; white fishing gulls
Flit where the strand is purple with its tribe
Of nested limpets; savage creatures seek
Their loves in wood and plain — and God renews
His ancient rapture.

— Robert Browning: *Paracelsus*

Derived from the Greek

autos, self	*phone*, sound	*metron*, measure	*grapho*, write
au to graph	phon ic	di am e ter	ge og ra phy
au to mat ic	tel e phone	ba rom e ter	pho tog ra phy
au to mo bile	phon o graph	ther mom e ter	ste nog ra phy

WORDS REQUIRING SPECIAL DRILL

with er	dur ing	vi cin i ty	oc cur rence
whith er	mod i fies	sta bil i ty	oc ca sion al
en cour age	re fer ring	in ter fere	con ven ience
dis cus sion	pre ferred	ex pres sion	op por tu ni ty
re spon si ble	a bun dance	ca pa bil i ty	ac knowl edge
ac quaint ance	strength en	per ma nence	in de pend ence

16

At a Concert

al to	bass	pitch	Bach
u ni son	ten or	vi o lin	cho rus
qual i ty	so pran o	si lence	so lo ist
ap plause	bar i tone	Cho pin	pi an ist
quar tette	or ches tra	au di ence	Wag ner
sym pho ny	con tral to	har mo ny	con duct or
pro gramme	per for mer	Men del ssohn	mu si cians

During the intermission at a concert the instruments talk to each other. Tell what they say, using from memory not fewer than eight of the words above.

17

Then Peggotty opened a little door and showed me my bedroom. It was the completest and most desirable bedroom ever seen, in the stern of the vessel, with a little window where the rudder used to go through; a little looking glass, just the right height for me, nailed against the wall, and framed with oyster shells; a little bed, which there was just room enough to get into, and a nosegay of seaweed in a blue mug on the table. The walls were whitewashed as white as milk, and the patchwork counterpane made my eyes ache with its brightness. One thing I particularly noticed in this delightful house was the smell of fish, which was so very searching, that when I took out my pocket handkerchief to wipe my nose, I found that it smelt exactly as if it had wrapped up a lobster. On my imparting this discovery in confidence to Peggotty, she informed me that her brother dealt in lobsters, crabs, and crawfish.

— Charles Dickens: *David Copperfield.*

accent	record	permit	object
contract	invalid	gallant	escort
attribute	impress	transfer	produce

Accent each of these words in two ways and use in sentences.

18

WORDS REQUIRING SPECIAL DRILL

depth	filed	il lus trate	for ty
length	filled	al low ance	nine ty
height	la ter	suf fi cient	cal en dar
breadth	lat ter	par tic u lar	busi ness
u su al ly	se ries	pos ses sion	im mense
ad dress	se ri ous	Wednes day	es pe cial ly
o bliged	vil lage	re mark a ble	com mence
de vel op	car riage	in tel lec tu al	mis spelled
o mis sion	pre vi ous	ac com pan ist	de scrip tion

An uneducated person may know, by memory, many languages, and talk all of them, and yet truly not know a word of any, not a word even of his own. An ordinarily clever and sensible seaman will be able to make his way ashore at most ports; yet he has only to speak a sentence of any language to be known for an illiterate person: so also the accent or turn of expression of a single sentence will at once mark a scholar. And this is so strongly felt, so conclusively admitted, by educated persons, that a false accent or a mistaken syllable is enough, in the parliament of any civilized nation, to assign a man to a certain degree of inferior standing forever. — JOHN RUSKIN: *Sesame and Lilies.*

GEOGRAPHICAL NAMES

Maine	Ten nes see	Hai ti	A dri a tic
Arc tic	Cin cin na ti	Ma nil a	Car ib be an
De troit	Mis sis sip pi	Brit ain	Ed in burgh
Mis sou ri	Des Moines	Mo roc co	Phil ip pines
Del a ware	Con nect i cut	Jap an ese	Por to Ri co
Pitts burg	Ap pa la chian	Gib ral tar	Bue nos Ay res
Cleve land	Penn syl va ni a	Nic a ra gua	Med i ter ra ne an
Mil wau kee	Mas sa chu setts	Bos pho rus	Con stan ti no ple

19

Word Building

-al means *pertaining to*

form	part	per son	crit ic
mu sic	nat ure	par ent	na tion

-ous means *full of, having*

de sire	glo ry	vig or	won der
vir tue	dan ger	cour age	mys ter y

Be careful to spell derivatives correctly.

Two Ways of Spelling

though	tho	cat a logue	cat a log
through	thru	through out	thru out
thor ough	thor o	pro gramme	pro gram
al though	al tho	thor ough fare	thor o fare

Gather a single blade of grass, and examine for a minute quietly its narrow sword-shaped strip of fluted green. Nothing, as it seems, is there of notable goodness or beauty. A very little strength and a very little tallness, and a few delicate long lines meeting in a point — not a perfect point either, but blunt and unfinished, by no means a creditable or apparently much-cared-for example of nature's workmanship, made only to be trodden on to-day, and to-morrow to be cast into the oven, — and a little pale hollow stalk, feeble and flaccid, leading down to the dull brown fibers of roots.

And yet, think of it well, and judge whether of all the gorgeous flowers that beam in summer air, and of all the strong and goodly trees, pleasant to the eyes, or good for food, — stately palm and pine, strong ash and oak, scented citron, burdened vine, — there be any by man so deeply loved, by God so highly graced, as that narrow point of feeble green. — John Ruskin: *Modern Painters* [adapted].

20

Soldier and statesman, rarest unison;
High-poised example of great duties done
Simply as breathing, a world's honors worn
As life's indifferent gifts to all men born;
Dumb for himself, unless it were to God,
But for his barefoot soldiers eloquent,
Tramping the snow to coral where they trod,
Held by his awe in hollow-eyed content;
Modest, yet firm as Nature's self; unblamed
Save by the men his nobler temper shamed;
Never seduced through show of present good
By other than unsetting lights to steer
New-trimmed in Heaven, nor than his steadfast mood
More steadfast, far from rashness as from fear;
Rigid, but with himself first, grasping still
In swerveless poise the wave-beat helm of will;
Not honored then or now because he wooed
The popular voice, but that he still withstood;
Broad-minded, higher-souled, there is but one
Who was all this and ours, and all men's,
—Washington.

— JAMES RUSSELL LOWELL: *Under the Old Elm.*

A GOOD CITIZEN

bal lot	al leys	pride	e lec tion
cur few	may or	up right	hos pi tals
neigh bor	coun cil	pre cinct	mu nic i pal
judg ment	clean li ness	pa tri ot ism	pro.tec tion
en ter prise	com mu ni ty	com mer cial	im prove ment

The tower of the city hall looks over the sleeping city and soliloquizes. [Read Wordsworth's "Westminster Bridge."] Use from memory not fewer than six of the words above.

PRINCETON, N. J., March 31, 1903.

MY DEAR YOUNG FRIENDS:

It seems perhaps a novel thing to write a letter on the subject of "Patriotism," but it is what I am going to do, for I know of no subject, except one's belief in God, which ought to be more interesting than the love of one's country.

A great many fine words are spoken about patriotism; but it is not a thing which needs big words to describe it; one should love his country as he should love his friend. You love your friend not for your own sake, but for your friend's sake; and you do not love him well unless your desire is to be helpful to him, and to serve him in a way in which he needs to be served. Something besides affection is necessary in friendships; we must be willing to make sacrifices for our friends, and to tell them their faults, and to make every effort to set them in the right way of being happy, and that may involve much that is difficult and disagreeable to us.

Our love of our country ought to be a larger sort of friendship — loyal affection for all who are our fellow-citizens, and for the governments which are set over us, and willingness for self-sacrifice in the service of the country, and a steady courage to tell it when we think it wrong, as well as to applaud it when we think it right. We must understand the country and know what it is like and what its life is, in order to serve it properly. That is what makes it a privilege to study the history of our own country, and the books which tell us the way it is governed, and the purpose which its government was established for; and patriotism is not merely a matter of shouting and throwing our caps in air; it is a matter of study also, in order that we may be prepared for every day of duty.

Do you not think that this is, after all, the pleasantest idea of patriotism? Does it not give us something definite to think about, and does it not please us with the knowledge that there is something for every one of us to do in keeping the country the pure and admirable place we all wish it to be?

Your sincere friend,

WOODROW WILSON.

By permission of the author.

Latin Words and Phrases
(for reference only)

ad infinitum	to infinity	*inter nos*	between ourselves
ad libitum	at pleasure	*lapsus linguae*	slip of the tongue
alma mater	a cherishing mother	*multum in parvo*	much in little
bonâ fide	in good faith	*per se*	in itself
e pluribus unum	one out of many	*post mortem*	after death
erratum	error	*sine die*	without day
ex officio	by virtue of his office	*ultimatum*	the last condition
		verbatim	word for word
fac simile	a close imitation	*via*	by the way of
per diem	by the day	*vice versa*	the terms being exchanged
in loco parentis	in the place of a parent	*viva voce*	by the living voice
in memoriam	in memory		

French Words and Phrases
(for reference only)

naïve (nä′ēv), artless
de trop (dŭ trō), out of place
qui vive (kē vēv′), on the alert
vis-à-vis (vē-zȧ-vē′), face to face
à propos (ăp-rō-pō′), to the point
blanc mange (blă-mănj′), a dessert
adieu (a-dū′), farewell
débris (dȧ-brē′), rubbish
résumé (rȧ-zụ-mȧ′), a summing up
bouillon (bōō-yôn′), a clear soup

carte blanche (kärt blänsh′), unlimited authority
automobile (ạ-tō-mō′bĭl), self-propelling
table d'hôte (tă-bl′ dōt′), a common table for guests at a hotel
chauffeur (shọ-fēr′), the driver of an automobile
vaudeville (vōd′vĭl), a theatrical performance
esprit de corps (ĕs-prē de kōr′), the common spirit pervading a body of persons
nom de plume (nôn′ de plụm), a pen name